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MILITARY AFFAIRS

No. 1462



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REPORT OF CONFERENCE ON IMPROVING DOSAAF TRAINING METHODS

Summary of Proceedings

Moscow SOVETSKIY PATRIOT in Russian 21 Mar 79 p 1

[Text] An all-union scientific-practical conference, organized by the Central Committee of DOSAAF [Voluntary Society for Cooperation with Army, Air Force and Navy] of the USSR, convened on 15 March in Moscow. The conference was devoted to questions of improving indoctrinational work with students of DOSAAF training organizations.

Invited to the conference were representatives of the DOSAAF Central Committees of the union republics, kray committees, oblast committee, their deputies and leaders of a number of training organizations of the Defense Society [Defense Society and DOSAAF used interchangeably throughout original text]. Also participating in the work of the conference were representatives of VTsSPS [All-Union Central Council of Trade Unions], the Komsomol Central Committee, the Main Political Directorate of the Army and Navy, leaders of the USSR DOSAAF Central Committee and members of the central press, radio and television organs.

The deputy chairman of the USSR DOSAAF Central Committee, Lieutenant General V. Mosyaykin, presented a report on "The Paths to Improving the Effectiveness and Quality of Moral-political and Psychological Training of Students in DOSAAF Educational Organizations in Light of the Requirements of the 25th CPSU Congress and the 8th All-Union DOSAAF Congress."

The all-union conference was addressed by the deputy chief of the Main Political Directorate of the Soviet Army and Navy, Admiral A. Sorokin; chief of the sports and mass defense section of the Komsomol Central Committee, G. Feklichev; and the senior instructor of the pedagogics and psychology faculty of the Military Political Academy imeni V. I. Lenin, Candidate of Pedagogic Sciences Colonel V. Demin.

The report and addresses of the conference participants comprehensively examined the problems of a composite approach to training and indoctrinating students in DOSAAF training organizations, and the forms and methods that will ensure high quality training of youth for service in the Soviet Armed Forces.

Closing remarks were made by the chairman of the USSR DOSAAF Central Committee, three-time Hero of the Soviet Union, Marshal of Aviation A. Pokryshkin.

Contents of Speeches

Moscow SOVETSKIY PATRIOT in Russian 21 Mar 79 pp 1-2

[Text] In his report Lieutenant General V. Mosyaykin dealt with theoretical bases and the main ways to improve the effectiveness and quality of moral-political and psychological education of students in DOSAAF training organizations.

The speaker noted that the recent USSR Supreme Soviet elections once again convincingly demonstrated the shoulder-to-shoulder solidarity of the workers of our country with the Communist Party and national approval and ardent support for its domestic and foreign policies.

Speaking to the electorate, the General Secretary of the CPSU Central Committee, Chairman of the USSR Supreme Soviet Comrade L. I. Brezhnev, and other leaders of the party and government thoroughly and clearly illustrated the enormous dimensions of our nation's creative activity. Under the leadership of the Leninist Party, the political line of the 25th CPSU Congress--aimed at developing the economy and improving the life of the workers, at perfecting Socialist democracy and strengthening brotherly friendship between all nations and the nationalities of our motherland, at strengthening the defensive might of the Land of Soviets and securing lasting peace and security--is positively being realized.

Thanks to the consistent efforts of the USSR and the fraternal socialist countries, the relaxation of international tension has now become an objective reality. But the forces of reaction and imperialism are waging furious resistance to these positive changes in the world. They are intensifying the arms race. The NATO bloc is feverishly making physical preparations for a new war. Imperialism, now as before, remains a sworn enemy of peace, democracy and socialism.

The position of the present-day leaders of China is growing closer and closer to this imperialist policy. Beijing revealed the true essence of its aggressive hegemonic policies once and for all in its perfidious attack on the Socialist Republic of Vietnam.

Under these conditions, the speaker stressed, the party and the government are manifesting unremitting concern for strengthening the country's defensive capabilities and increasing the combat might of the Soviet Armed Forces.

The noble task of increasing our country's defensive capability is close and clear to the Soviet people. Their strivings to make a personal contribution to strengthening the combat might of our state and our armed forces are manifested in the activities of the all-union Order of Lenin and Order of the Red Banner Voluntary Society for Cooperation with the Army, Air Force and Navy.

DOSAAF organizations, fulfilling the requirements of the Constitution and the USSR law on universal military obligation, take an active part in the military-patriotic indoctrination of workers and youth, disseminate military and military-technical knowledge among the population and provide leadership for the development of military-technical types of sports.

An important task of the Defense Society is the training of pre-inductee youth to be specialists in our armed forces. In DOSAAF schools and clubs the pre-inductees learn to master combat equipment and weapons, acquire military specialities and condition themselves morally and physically.

Continuing, the speaker dealt with the character of the demands on the combat-moral qualities of a soldier brought on by the scientific-technical revolution in military affairs, and with the content of moral-political and psychological training of students.

A decisive factor in successful ideological and moral-volitional conditioning of future servicemen, the speaker noted, is a composite approach to the indoctrination and training of students. In those DOSAAF schools and clubs where this approach is, in fact, taken, higher and more stable results are achieved.

In the Defense Society there are many examples of the composite approach to problem solving and skillful use of the various forms and methods of political indoctrination. The speaker made note of the positive experiences of the DOSAAF training organizations in the Khabarovskiy Kray, the Novorossiysk naval school, the Kemerovo aeroclub and others. At the same time he called attention to the fact that one sees instances here and there of a formal attitude toward the political education of young pre-inductees. Serious neglect in this regard was found in some DOSAAF training organizations of the Kirgiz SSR, the Tadzhik SSR and of the Novgorodskaya and Kaluzhskaya oblasts of the RSFSR.

The speaker noted that the heroic-patriotic readings and readers' conferences held in DOSAAF clubs and schools on the L. I. Brezhnev books "Malaya Zemlya" [Small Land], "Vozrozhdeniye" [Rebirth] and "Tselina" [Virgin Land] were of interest and great benefit to the students. These books are rightfully called textbooks of political wisdom. The help to instill in youth ideological conviction, Soviet patriotism and high morals and teach them to preserve and expand combat and labor traditions. Deserving of attention are such forms of study as lessons of courage on the topics: "Study to Defend the Motherland," "Small Land--Bridgehead of Courage and Patriotism" and "Remember Those Who Fostered the Legend."

The speaker dealt in detail with the role of socialist competition in raising creative activeness and initiative of the students, in their organization and discipline, and in the creation and maintenance of an atmosphere of comradeship and collectivism in the schools and clubs.

Formation of high moral-volitional qualities in youth is promoted by participation in the military-technical forms of sports--the sports of bold and courageous people.

In coping with the task of training specialists for the armed forces, the educational organizations of DOSAAF persistently strive to perfect the system for pre-inductee psychological training. In the near future the educational organizations must develop into distinctive educational complexes, with stationary and field structures, teaching and support facilities, dormitories and sports centers.

The speaker noted the importance of indoctrinational work with students out of class. In a number of DOSAAF educational organizations in the Ukraine, Belorussia, Armenia, Omsk, Volgograd, Zhdanov and other cities they give the students fatherly care, create normal living conditions for them and organize their leisure time. All this helps the students to achieve good results in their studies and strengthens order and discipline.

Showing its concern for the further improvement of military-patriotic indoctrination of pre-inductee youth, the presidium of the USSR DOSAAF Central Committee studied the status of moral-political and psychological training in the educational organizations of several oblasts, krays and republics and promulgated a decree "On Measures to Improve Political Indoctrination in DOSAAF Educational Organizations in Light of the Requirements of the 25th CPSU Congress and the 8th All-Union DOSAAF Congress."

It defines the paths for improving the effectiveness of ideological indoctrination, of the scientific organization of political indoctrination of pre-inductee youth, and for strengthening the connection between indoctrination and practical tasks in training specialists for the USSR Armed Forces. Compliance with the referenced decree will serve to further improve the organization of moral-political and psychological training of students in DOSAAF training organizations.

The excellent school that the older generation went through in the Defense Society helped them in their battles against the Fascist invaders. This school is also helping today's soldiers in their difficult but honorable service. And as the heirs of the combat glory of their seniors perform skillfully on the exercise field, fly missions or stand sea watch in the compartment of a submarine, their excellent performance of duty shows the beneficial effects of the knowledge and habits gained while participating in the Defense Society organizations.

Continuing, the speaker dwelled on the role of DOSAAF committees in improving the quality of training of specialists for our army and navy and the ideological and psychological conditioning of youth. He especially stressed the necessity of familiarizing all teachers and industrial training instructors with the ideological and political indoctrination of students. In this regard he made note of the successful work of the DOSAAF educational organizations of the Lithuanian SSR in training specialists for the armed forces.

Pointing out shortcomings in the work of some DOSAAF committees in training youth for service in our armed forces, the speaker stressed that positive results can be achieved only by tedious work, by personal participation of committee leaders in improving the whole system for indoctrinating students, teachers and industrial training instructors.

At the November 1978 plenum of the CPSU Central Committee Comrade L. I. Brezhnev said: "The duty of the workers on the ideological front is to raise the quality and effectiveness of their work and to perfect its forms and methods." This requirement has a direct application to committee leaders and to leaders of the Defense Society's training organizations. Comprehensive improvement of the military-patriotic indoctrination of the younger generation and the political indoctrination of pre-inductees is one of the most important tasks among all our activities.

It is essential that we persistently raise the ideological level of this work, that we more actively indoctrinate youth using examples of the life and work of V. I. Lenin, that we actively propagandize the requirements of the CPSU and the Constitution of the USSR for strengthening the country's defensive might. We must interpret the glorious revolutionary, combat and labor traditions of the party, our people and the armed forces, we must instill in the future servicemen a feeling of Soviet patriotism and proletarian internationalism, high moral-political and psychological qualities and the readiness to defend the achievements of socialism.

The deputy chief of the Main Political Directorate of the Soviet Army and Navy, Admiral A. Sorokin, devoted his address to specific features of training youth for military service under contemporary conditions.

The Communist Party, he said, has a constant concern for strengthening the economic and defensive might of the country. In a speech before the electorate on 2 March 1979, Comrade L. I. Brezhnev said that the Party and government remember the national mandate: to reliably defend the peaceful labor of the Soviet people and to strengthen the security of the country both in the west and the east. On exactly this plane, A. Sorokin noted, we are also examining the problem of further improvement in training of pre-inductee youth in the training organizations of DOSAAF.

Continuing, he addressed the problems of instilling and developing high moral-political qualities in pre-inductees in light of contemporary demands placed on an armed defender of the Socialist homeland. These demands are shaped by a basic transformation in the means of armed conflict and by the nature and scope of the military threat posed by imperialism and its Beijing accomplices.

In recent years DOSAAF organizations have significantly accelerated their work in moral-political conditioning of pre-inductee youth, which has had a positive effect on the lives and activities of personnel in units and on ships. The young servicemen who completed a DOSAAF training course adjust more easily to military life, involve themselves more actively in the combat training process and master complex combat equipment more quickly.

An important task of all DOSAAF organizations, Admiral Sorokin stressed, is to explain to youth in depth the ideas of Lenin, the materials of the 25th CPSU Congress and the Constitution of the USSR, especially its clause on defense of the Socialist homeland. On this basis we can and must impart to the students a correct understanding of the difficult processes of relaxing international tension and the social significance of military labor. It must be seen to that the future servicemen are instilled with a highly developed sense of vigilance and a feeling of personal responsibility for the security of our socialist state.

Military-patriotic work will be more successful the more a composite approach to solving its problems is used. In all its content and direction this work's purpose is to ensure that youth are instilled with the high moral qualities of courage, bravery, valor, fortitude, readiness for action, discipline and resolve.

It was pointed out in the speech that organizations of the Defense Society, in order to carry out the decision of the 8th All-Union DOSAAF Congress, have broadened and strengthened their instructional-material base and are successfully introducing modern methods of training pre-inductees into schools and clubs.

Of great importance is the development of military-technical types of sports. This is an important factor in successfully preparing youth for service in the Armed Forces of the USSR.

In spite of the fact that the army and navy are saturated with technical military equipment and complex automated systems, the requirement for physical conditioning of personnel is not only not diminishing, but constantly growing. Our armed forces need people who not only have high moral and political qualities but who are also physically strong and well-conditioned. This means that existing possibilities for further development of mass sports activity need to be more fully exploited. This needs to be mentioned because there are instances of some youth coming into the army or navy insufficiently prepared physically and having difficulty enduring the great physical stresses, especially in the first months of service.

In closing, Admiral A. Sorokin expressed confidence that the members of DOSAAF, the organizers and activists of mass defense work will apply all energy to comprehensive improvement of their work in instilling and developing in pre-inductee youth high moral-political and psychological qualities and increasing the remarkable traditions of the Defense Society.

Chief of the sports and mass defense work section of the Komsomol Central Committee, G. Feklichev, spoke about the cooperation between the Komsomol and DOSAAF in military-patriotic indoctrination of pre-inductee youth in light of the requirements of the CPSU. Under leadership of the Party organs, he said, the Komsomol, in cooperation with the Defense Society, trade unions, public education organs, and the political organs of the army and navy, is conducting much and varied work in the military-patriotic indoctrination of the rising generation. Daily attention is devoted to the activities of the DOSAAF educational organizations and to the training of worthy replacements for the army and navy.

Unofficial Komsomol organizations have been created in many schools and clubs of the Defense Society and they are successfully conducting work among the students. The Sukhumi Consolidated Technical School is known far beyond the borders of Abkhaziya. The Komsomol and DOSAAF organizations in this school are doing much to ideologically temper the students. Political classes are conducted on a high level here. Various military-patriotic activities, meetings with veterans of war and labor, and competitions in the military-technical types of sports are being organized.

The Sukhumi and Khabarovsk Consolidated Technical Schools, the Minsk and Khmel'nitsa Naval Schools, the Krasnopresnenskaya Motor Vehicle School in Moscow, the Vladivostok Model Radiotechnical School, the Bryansk and Yegor'yevsk aeroclubs--there you have a list, far from complete, of DOSAAF educational organizations where the Komsomol and DOSAAF have, through cooperative effort, achieved notable success in the moral political indoctrination of students and attained high quality training for defenders of the Motherland.

Continuing, G. Feklichev dealt in detail with the questions of organizing cultural pursuits and mass sports activities for the students in their leisure time and the role of these activities in the overall system of the political and moral indoctrination of the future servicemen.

He stressed that the Komsomol Central Committee requires Komsomol committees to ensure active participation by young men and women in the work of the DOSAAF training organizations, to monitor the progress of students, to periodically hear accounts of Komsomol members on their execution of instructions, and to send pre-inductees to the training organizations under Komsomol sponsorship, with a recommendation from the Komsomol committee.

Comrade Feklichev proposed an all-union review of the instruction and political indoctrination work in DOSAAF training organizations to be conducted by the VTsSPS, the Komsomol Central Committee, the USSR Ministry of Defense and the Central Committee of DOSAAF. The review would be completed with a rally of outstanding students, teachers and instructors.

The senior instructor of the pedagogics and psychology faculty of the Lenin Military-Political Academy, Candidate of Pedagogic Sciences Colonel V. Demin, spoke about the socio-psychological bases for training youth to defend the motherland.

The chairman of the DOSAAF Central Committee of the Ukrainian SSR, A. Korotchenko, shared his experience in the work of DOSAAF training organizations in the moral-political and ideological conditioning of students.

Such forms of moral-political training of youth as Leninist readings, thematic evenings, meetings, debates, lectures and discussions are widely used in the schools and clubs. Much attention is devoted to study of the combat path of the Soviet Armed Forces.

Initiation of pre-inductees as students has become a tradition in all schools of the republic. This takes place in a ceremonial setting at a collective gathering of the training organization. Representatives of party and soviet organizations, military commissariats, military un's, veterans of the armed forces, and parents of the youth are all invited.

The many positive comments by unit and ship commanders about the servicemen who have graduated from the republic's DOSAAF schools provide evidence that active, purposeful educational work with students yields positive results.

The chairman of the Ryazanskaya Oblast DOSAAF committee, B. Yershov, spoke on the experience of introducing the composite approach to indoctrination and training in training organizations of the oblast. He stressed the necessity of instilling in youth an activist attitude toward life.

Along with propagandizing the glorious combat and labor traditions of our people, the training organizations of the oblast widely popularize the experiences of the best people in the Defense Society, the noble actions and self-sacrificing military work of servicemen of the 70's. The students tell about the services of their fellow villagers and read letters from military units and ships.

Great importance is given to the active use of the L. I. Brezhnev books, "Malaya Zemlya," "Vozrozhdeniye" and "Tselina" in the military-patriotic indoctrination of future servicemen.

A significant role in the military-patriotic indoctrination of students is played by the libraries, whose workers participate, in cooperation with school collectives, in conducting readers' conferences, meetings with writers and the heroes of their works.

Experience shows that military-patriotic work is far more successful where public organizations take a part in it. Then the more effective forms and methods of propaganda are put into firmer practice and higher results from the training process are realized.

Deputy chairman of the DOSAAF Central Committee of the Belorussian SSR N. Tsar'kov devoted his address to the experience of propagandizing the glorious revolutionary, combat and labor traditions of the Soviet people and our armed forces. In this republic meetings are organized between students and participants in the Civil War and the Great Patriotic War, Heroes of the Soviet Union, and Heroes of Socialist Labor. A warm response from the students was evoked by a meeting organized by the republic's DOSAAF House between students of the Defense Society school in Minsk and a veteran of the Revolution and the Great Patriotic War, retired Captain First Rank V. Vaverov. Also very successful was the thematic evening, "We Walk the Road of Lenin, the Road of October," held in Minsk in connection with the beginning of Mass Defense Month work, dedicated to the 61st anniversary of the Soviet Armed Forces.

The "university of future servicemen," lectures and films on the "Defense of the Socialist Homeland--Our Sworn Duty" enjoy great popularity among the youth. In the republic's DOSAAF House alone there are eight such lecture programs.

Chief of the Tula Consolidated Technical School V. Fedorov stressed in his address that the pedagogic collective is keeping the question of moral-political and psychological indoctrination of future servicemen in the center of attention. The initiative of progressive educational organizations, "Every Teacher--an Active Indoctrinator," received broad dissemination among the collective. The future servicemen compete in adherence to the norms of Communist morality and ethics, in creation of a model material-technical base in the classrooms, and in excellent training for service in the army and navy.

The revolutionary, combat and labor traditions of the Soviet people are widely propagandized in the university of future servicemen. The students are frequently addressed by veterans of the Civil War and the Great Patriotic War.

Lectures and reports are regularly given in the school on the topics "On Lenin's Legacies to Youth," "The 25th CPSU Congress on Strengthening the Defense Might of the USSR." The students are informed about letters of appreciation from commanders of units where graduates of the school are serving.

All this instills in the youth a profound respect for the military profession and its difficult, honorable labor and the desire to strive for exemplary training to carry out their sacred duty to the Motherland.

Deputy chairman of the Moscow city committee of DOSAAF V. Yezhov devoted his address to the experience of selecting, placing and training cadres in the training organizations. We, he said, regularly examine these questions at sessions of the presidium bureau and always keep them in our field of view. Successful training of students for service in the ranks of the Soviet Armed Forces depends to a great extent on the teachers and industrial training instructors, and on how well refined their skills are. Therefore, we devote special attention to organization of seminars and methodology sessions with the purpose of raising the professional level of instructor personnel.

Great assistance is rendered to the workers in the educational organizations by the lecture days, propagandizing military knowledge, which the DOSAAF city committee holds each month in cooperation with the "Znaniye" [Knowledge] Society. In February of this year a cooperative plenum was convened to discuss the questions "On the status and measures for further improving propaganda of military knowledge and military-patriotic indoctrination of pre-inductee youth in light of the decisions of the 25th CPSU Congress."

Chairman of the DOSAAF Central Committee of the Uzbek SSR A. Khorzhibayev said that the committees and primary organizations of the Defense Society in his republic are striving to ensure that the educational process and the entire tenor of life and lifestyle of the students help to develop in the future servicemen high combat and moral qualities and help them to quickly

and painlessly make the transition from civilian life to military service. Much attention is devoted to the material living conditions of the students and to the political indoctrination and cultural enlightenment of the students in their time out of class.

An important place in this work with students out of class is reserved for military activities. In the dormitories and Lenin rooms agitators, teachers and industrial training instructors familiarize the youth with requirements of military regulations, the serviceman's oath, the tenor of army and navy life and the obligations of a serviceman. The students benefit greatly from visits to military units and excursions to museums of combat glory.

We see to it that all students engage in the military-technical types of sports in their time out of class. Most of the DOSAAF schools in the republic have sufficient sports equipment. Some of them have functioning sports clubs.

Support from a broad public activist group and daily work in this area was the topic of an address given by the deputy chief for instructional work of the Rail-Motor Vehicle School (Moscow Oblast) P. Shinkorenko. We have, he said, an unofficial Komsomol organization, headed by a Komsomol group organizer, in each study group. An assistant to the political studies teacher, an agitator and an editor for the combat leaflet are chosen from among the best trained youth. A school-wide Lenin Room Council is formed.

We devote constant attention to training and indoctrinating activists. With this aim we hold seminars, instruction sessions and conferences. We widely practice individual instruction of the activists. All this helps to equip them with the necessary skills.

Of what practical help are activists? Take, for example, the organization of political classes. We gather the activists beforehand and give them discussion assignments and current events material to prepare. The activists themselves conscientiously prepare for discussion on the subject and, importantly, help the entire group. As a result the class is lively and interesting with high participation of the students.

The school regularly has thematic evenings and meetings with veterans of our Armed Forces. And the activists make their contribution here as well. With their help we establish contact with well known people and war participants and invite them to speak to the youth.

The activists are irreplaceable assistants to the teachers and industrial training instructors in the individual training of students, in organizing help for those who have fallen behind, and in the development of socialist competition.

Chairman of the Primorskiy Kray DOSAAF committee I. Karelin addressed the questions of indoctrinating students in the spirit of strict execution of the requirements of the serviceman's oath and military regulations.

To illustrate, he gave as an example the Vladivostok DOSAAF Model Radiotechnical School. At the beginning of the current training year an open party meeting was held with the agenda "on the status and measures to further improve ideopolitical and military-patriotic indoctrination of pre-inductee youth in light of the requirements of the serviceman's oath and military regulations." There was a constructive discussion on methods of improving organizational, ideological and indoctrinational work of the party organization, the administration and the teachers' collective. In accordance with a decision of the party meeting, a pedagogic council was convened which discussed the role of the teacher and the place of the industrial training instructor in the processes of instilling in pre-inductees high moral-combat and psychological qualities.

The task is to ensure strict compliance with the provisions of military regulations during each class. During the study of the various subjects, it is necessary to refer to the serviceman's oath and to direct the attention of the students to the basic concept which permeates this document--the loyalty of Soviet servicemen to their patriotic and international duty and to the great cause of communism, their utter devotion to the Socialist homeland, and their readiness to defend with arms in hand its honor, freedom and independence.

In the course of political classes, discussions and political information sessions the teachers interpret the concrete requirements of the serviceman's oath and military regulations. They give shining examples of how Soviet servicemen selflessly defended their motherland in the years of the Civil War and the Great Patriotic War.

It is difficult to overvalue the significance of meetings with veterans of the war and the armed forces of the USSR. An indelible impression was left in the hearts of the students by, for instance, their meetings with Heroes of the Soviet Union V. Kuznetsov and S. Vorob'yev and Bearer of the Order of Glory Third Class D. Bondarenko. Their stories and reminiscences are remarkable examples of how a serviceman must carry out his vow to the motherland.

The chairman of the USSR DOSAAF Central Committee, Marshal of Aviation A. Pokryshkin, made the concluding address at the conference.

The all-union scientific-practical conference, he noted, deeply and comprehensively examined the important and very real problems of imbuing students of DOSAAF educational organizations with the high moral-political and psychological qualities essential for the faultless execution of their military duty and successful completion of their service in the Soviet Armed Forces.

Discussion of the report attests to the deep understanding the DOSAAF leaders have of the importance of the questions put forth and to their concern for ensuring that the training and indoctrination of future servicemen in the schools and clubs satisfy contemporary requirements and the tasks of increasing the combat readiness of our armed forces.

Conference materials will serve to propagate progressive methods and will become a good basis for adopting new decisions on the problems touched upon here in light of the requirements of the 25th Party Congress and the instructions of the CPSU Central Committee on ideological questions.

The recommendations of the conference designate the paths and main directions for increasing the quality and effectiveness of indoctrinational work with pre-inductees. Now it remains for us to give creative meaning to the proposals and recommendations contained in this document, to adopt concrete decisions on bringing them to realization, with consideration for local characteristics and capabilities. It would seem advisable to discuss the conference recommendations at teaching methodology or staff meetings of oblast and kray DOSAAF committee workers and also of teachers and industrial training instructors of the educational organizations.

The main thing, as Comrade L. I. Brezhnev indicated, is to constantly raise the ideo-political level and effectiveness of ideological work, to direct it to raising the political consciousness of the Soviet people and to mobilize them to carry out the concrete tasks of building communism. These requirements obligate us to keep in the center of attention in our political indoctrination work the in-depth interpretation of Marxist-Leninist ideas on defense of the Socialist homeland and of the practical actions the CPSU and the Soviet government are taking to implement them.

It is necessary to ensure that our young people have a comprehensive understanding of their sacred duty--the duty to persistently prepare themselves to defend the motherland and to take an active part in strengthening the economic and defensive might of the country.

The basic criterion for judging the effectiveness of this work is the degree of moral-political, psychological and professional preparedness of the graduates from schools and DOSAAF clubs for service in the armed forces of the USSR under c/ntemporary conditions. In this regard all of us, and especially the workers in the training organizations, need to know how our graduates are serving and how they are coping with the obligations laid on them, and to make necessary corrections in the programs for political training and in organizational methodological procedures.

Another important task is to ensure, in actual fact, the unity of training and indoctrination as well as a composite approach to organization of the indoctrination process. Composite indoctrination presupposes a comprehensive consideration of all its aspects, a broad attraction to the indoctrination process of staff workers as well as public activists--all those who possess a broad range of knowledge and rich life, labor and service experience.

The art of indoctrination is a complex and laborious pursuit. That is why the leaders of our committees should, first of all, persistently strive to master this art themselves, to show themselves to be qualified organizers of indoctrination work, to personally take part in it, and to set an example by skillfully combining the functions of leadership and indoctrination.

Valuable textbooks on theory and practice of ideo-political indoctrination of the Soviet people are to be found in the works and speeches of Comrade Leonid Il'ich Brezhnev, consolidated into a two-volume collection entitled "Aktual'nyye voprosy ideologicheskoy raboty KPSS" [Urgent Questions on the Ideological Work of the CPSU], and also in his books "Malaya Zemlya," "Vozrozhdeniye," and "Tselina." These works should be on the desks of all DOSAAF workers engaged in the training and indoctrination of youth to serve as a guide to action.

Correct and effective organization of the educational training-indoctrination process depends, first of all, on the level of qualification and the practical and political qualities of the cadres who deal with it directly. We must not only improve the selection, placement and indoctrination of these cadres, but also teach them to organize the educational process, to work with people, to set a personal example of zealous attitude toward their work, of discipline and high morals. It is essential that all instructors persistently strive to raise their ideo-political level, that they constantly work to improve their technical knowledge and to master the principles of pedagogy and psychology, and that they acquire practical mastery of contemporary methodological practices. These problems are not to be solved in courses and training methods sessions alone, but also in daily life and through study and personal contacts. It is very important too that our pedagogic cadres show a personal interest in increasing their knowledge and skills, that they systemically engage in self-education, that they study and use the latest methods in their practice.

In closing, Marshal of Aviation A. Pokryshkin expressed his confidence that conference participants will do everything possible to impart its recommendations to all workers in the training organizations and will lead the way to ensuring that students of the DOSAAF clubs and schools quickly become effective while fulfilling their military duty meritoriously and honorably.

Conference Recommendations

Moscow SOVETSKIY PATRIOT in Russian 21 Mar 79 p 2

[Text] In the interest of further improving the effectiveness and quality of moral-political and psychological training of students in DOSAAF training organizations in light of the requirements of the 25th Congress of the CPSU, the all-union scientific-practical conference recommends:

Concentrating basic attention in indoctrinational work with pre-inductees studying in DOSAAF training organizations on imbuing them with deep ideological conviction, devotion to the Communist Party and the Socialist motherland, a feeling of Soviet patriotism and proletarian internationalism, revolutionary vigilance and class hatred for imperialism, and constant readiness for armed defense of the achievements of Great October. Relentlessly improving the indoctrination of future servicemen on the basis of Leninist ideas, requirements of the Constitution of the USSR for defense of the Socialist homeland, and the combat and labor traditions of the CPSU and the Soviet people; developing in them a love for the Soviet Armed Forces and profound respect for the military profession.

Considering as the basic indicator of the effectiveness of the indoctrination process the instillation and development in students of high political and combat-moral qualities, their zealous attitude toward mastering a military specialty, and diligence in training along with faultless discipline.

Applying consistently a composite approach to organization of the whole process of indoctrination, that is to say, ensuring the unity of ideo-political indoctrination, training in military specialties and physical conditioning of students; comprehensively and rationally utilizing all organizational forms and methods which lead to successful resolution of indoctrination tasks, making wide use in this work of public activists; strengthening and perfecting operational ties with public and government organizations.

Systematically and purposefully increasing the indoctrinational role of training classes, the activeness of all pedagogic personnel in the indoctrination process and their responsibility for the final results of this work. Widely putting into practice scientifically founded requirements and recommendations on organization of the training and indoctrination process; ensuring the organic unity of training and indoctrination; comprehensively applying the party principle in training and indoctrination, persistently ensuring that every theoretical and practical exercise is saturated with ideology and plays a cognitive and educational role. Ensuring the continuity of indoctrinational influence; efficiently planning military-patriotic activities. Conducting indoctrinational work in close connection with tasks to be accomplished by the students. Showing constant concern for raising the ideological and organizational level of political classes and political information sessions as basic forms of the political indoctrination of predraftees; drawing upon the better trained, politically literate and experienced teachers and industrial training instructors to conduct these activities; establishing a creative atmosphere for each class session; skillfully using modern technical means of propaganda. Paying more attention to raising the ideo-political level of the supervisory and teaching staffs of the training organizations, training them in the theory and method of indoctrination in the course of the training process, in the organization of mass military-patriotic activities, teaching them to skillfully conduct individual indoctrinational work with the students; persistently generalizing and widely disseminating advanced methods.

Developing and improving the political-indoctrination work with students in their time out of class. Systematically organizing for students lectures, reports and discussions on the essence and significance of the Leninist legacies and on the requirements of the USSR Constitution for defense of the socialist homeland; clearly illustrating the untiring actions of the CPSU in the strengthening of the defensive capability of the country and increasing the combat might of its armed forces; conducting Leninist and socio-political readings, meetings between future servicemen and veterans of the army and navy, participants in the past war, heroes of labor; showing military-patriotic films; organizing other mass activities.

Creating clubs of future servicemen and military-patriotic lecture groups in the educational organizations; more actively attracting students to classes in the military-patriotic departments of people's universities, to participation in all-union Komsomol and youth trips to places of revolutionary, combat and labor glory of the Soviet people, and also to participation in the military-sport game of "Orlenok" [Eaglet]; more fully using patronly contacts with workers in the arts in the interest of raising the cultural and esthetic level of future servicemen.

Introducing elements of military indoctrination more widely into the practice of training and indoctrinating pre-inductees. Interpreting to the students in depth the requirements of the USSR Constitution, the Universal Military Service Law, the significance of the serviceman's oath and military regulations, the order in which military service is completed, the general obligations of servicemen, the character of the relationship between superiors and subordinates; telling them about the content and character of troop combat and political training. Having the students visit military units and ships more often; familiarizing them with the life, living conditions and combat training of personnel, their equipment and weapons, military rituals and customs; organizing meetings with servicemen; with their cooperation, conducting cultural enlightenment and sports activities. Having visual agitation in every school and aeroclub of DOSAAF telling of the military service of servicemen who received their military-technical specialty in training organizations of the Defense Society.

Persistently striving to perfect the organization of socialist competition; increasing its indoctrinational role and improving its management. Taking timely measures to ensure that individual socialist obligations and obligations of class groups, schools and clubs are concrete and directed toward resolution of the main tasks of the training-indoctrinational. Developing comprehensive competition in tasks and norms.

Unwaveringly increasing the role of military-technical types of sports in preparing youth for service in the armed forces and imbuing them with high moral-volitional and psychological qualities. Developing defense-sports work in DOSAAF training organizations and attract all involved pre-inductees to this work. Constantly improving preparation of the students to meet the test norms of GTO [gotov k trudu i oborone--ready for work and defense]; together with Komsomol and sports organizations and military commissariats, insuring that each student earns the GTO badge before induction.

Concentrating the attention of DOSAAF sports clubs and schools on widely attracting pre-inductees to classes in the military-technical types of sports that correspond to the profile of the training organization; setting up sports sections and teams and perfecting their training work; regularly conducting competitions on a high sports level in the technical types of sports, also in marksmanship, military-type multi-event competition, small-caliber biathlon [biathlon--a type of winter sport which involves firing a rifle at targets while racing on skis; winner determined by elapsed time plus firing accuracy] and other types of sports.

Considering it advisable to regularly conduct republic, kray and oblast competitions between students of DOSAAF training organizations in GTO and the military-technical types of sports. Expanding the indoctrinational role of competitions devoted to memorable dates in the life of the Soviet nation and the armed forces and on prizes named after heroes of war and labor.

The conference calls upon the leaders of committees and training organizations, teachers, industrial training instructors and social activists to broaden by all possible means the scientific generalization of experience in indoctrinational work with pre-inductees, to strive relentlessly to improve the entire system of training ideologically conditioned, technically competent specialists for the Soviet Armed Forces who are steadfast, courageous and skillful defenders of the Socialist motherland.

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CSO: 1801

CIVIL DEFENSE TRAINING AREA AND PROGRAM DESCRIBED

Moscow VOYENNIYE ZNANIYA in Russian No 4, Apr 79 signed to press
11 Mar 79 centerfold

[Article by V. Kurochkin, chief of the civil defense staff of the Institute of Physical Mathematics of the Academy of Sciences of the Ukrainian SSR, L'vov: "Formation Competition"]

[Text] Observation of the course of on-site competition among personnel of nonmilitary civil defense formations prompts objections to the manner in which they are conducted when only medical aid team or reconnaissance personnel come out to see how they measure up in their knowledge, skills and know-how. They perform the same procedures year after year. The way they go through their motions for appearances' sake, the adherence to established routine and the general slackness are clearly apparent. As a rule, participants go through the entire course of the competitions without encountering any obstacles or having to exert themselves under stress.

It has long since been time, in our view, to bring competition conditions more closely into line with reality. Some of the practical experience accumulated within our facility provides convincing evidence of this. We hold competitions for all formations simultaneously following combined training and preparation on the part of the competitors, standard norm rating performances and the planned special tactical exercises and time them to coincide with Civil Defense Days.

The groups perform within a single tactical situation but start their activities at different times. It requires 2-2.5 hours to move through all phases of the competition. A competition for all facility CD formations and the interaction between them this involves thus can be held within a period of some 4 hours. In the course of this competition personnel reinforce the skills acquired during training, while command and supervisory staff learn to direct formation activities.

We in the Ukraine are employing other organizational forms of competition as well. Some facility formations are taken out into rural areas, while competitions for others are held on special training grounds.

As they acquaint themselves with our experience, some comrades observe that the competitions resemble specialized tactical training exercises. This is true. There is some resemblance. We do indeed consider them one form of formation training.

For competition purposes we bring formations (groups, teams) together into a combined unit with its prescribed personnel strength and organizational tools and equipment (rescue team, reconnaissance unit, a team from the medical aid unit, a crew from the emergency equipment group and a fire-fighting crew). They usually coordinate their activities at this level of personnel strength in accomplishing rescue and urgent emergency restoration missions in one area or another within a center of destruction. Under this arrangement the rescue team leader is the senior leader and heads up the combined unit. The latter then moves through all phases of the competition with this personnel structure (see diagram).

During the first phase (35-45 min.) the judges check formation equipment and personnel strength; the knowledge on the part of personnel of their job responsibilities, CD warning signals, the instruments required for radiation and chemical reconnaissance and communications equipment and their ability to mark out slit trenches, make observations of radiation and chemical conditions, prepare clothing for protection against radioactive and toxic substances, utilize the gas mask and L-1 protective suit and to take action in the event of a flash from a nuclear explosion (selectively, taking participants' specialties into account). Motor vehicles must be checked to see if they have been provided with full complements of tools and equipment for performing special operational procedures.

The second phase (25-35 min.) begins with activity on the part of the reconnaissance unit. After putting on their L-1 protective suits, unit personnel begin to carry out their reconnaissance. The order to move is then given to the remaining personnel, who organize to advance toward their objective.

Zones of radioactive and areas of chemical contamination are indicated by markers. Reconnaissance personnel employ their DP-5 [dosimetric] and VPKhR [chemical reconnaissance] instruments, put up organizational contamination-warning markers, indicate on a diagram the limits of the contaminated area and their radiation-level measuring points and designate detour routes.

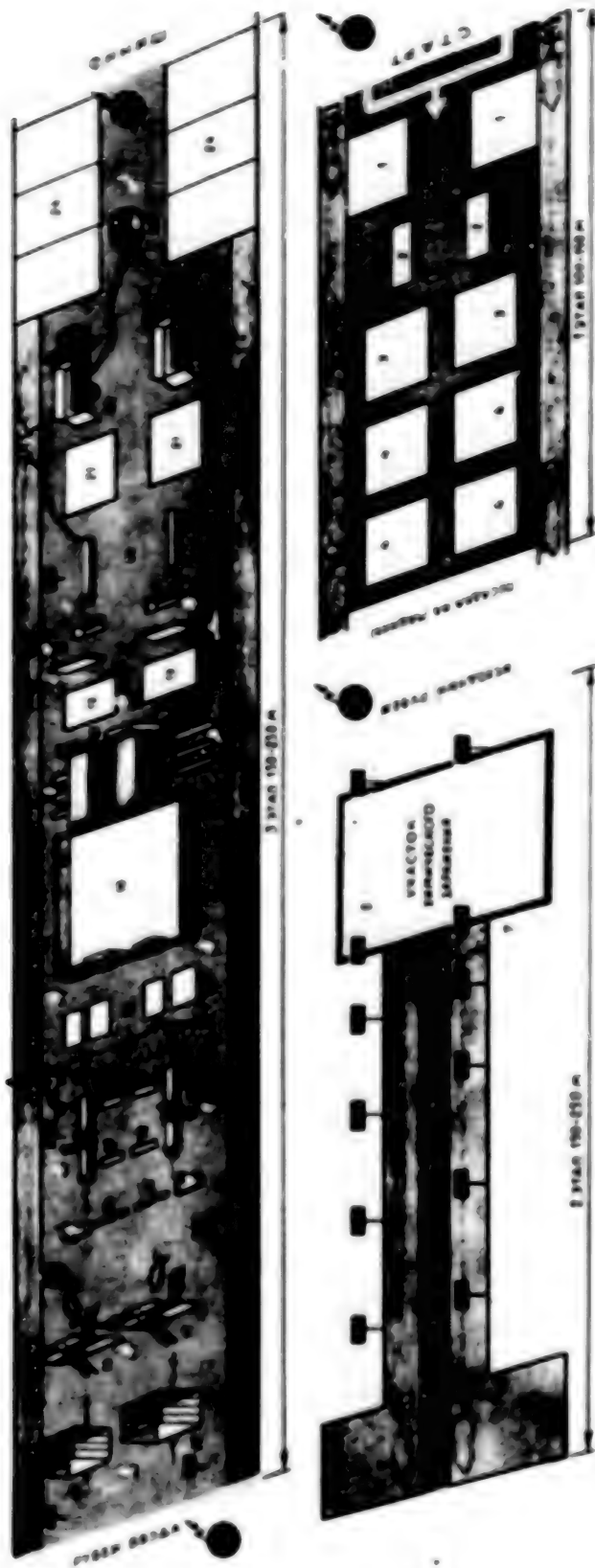
On the basis of the reconnaissance data, rescue team leaders make the appropriate decisions, organize the process of negotiating zones of radioactive and areas of chemical contamination and determine which pieces of individual protective gear and which antiradiation preparations should be used, the route and speed of movement, as well as where and when to perform special individual operational procedures.

During the third phase (60-70 min.) the reconnaissance teams make a reconnaissance of their objective and indicate on a diagram the location of zones of destruction, obstructed areas, fires, damage to power and municipal-service systems and radiation levels. Special attention is devoted to shelter conditions and those of the people accommodated there.

On the basis of the reconnaissance data a decision is made, co-operative operational procedures are organized and the order is given to carry out rescue operations. Specific individual formations then execute an entire series of rescue operations, carrying them out on the basis of their own specialties.

The 20-30-member judging commission is distributed among the various phases and areas of the competition. The participants' performances are evaluated in accordance with a 5-point system on the basis of the standard civil defense rating-category requirements. The evaluations are then converted and expressed in terms of penalty points as follows: excellent - 0 points, good - 2, satisfactory - 4, unsatisfactory - 10. Penalty points are also added in the case of units below strength in organizational personnel and equipment, incompletely equipped motor vehicles to be used for transporting people, lack of knowledge of warning signals or of duty responsibilities in individual specialties and so on. Winners are determined by the lowest penalty-point total.

Key to diagram: First phase: 1 - personnel and equipment inspection; 2 - operations with instruments; 3 - marking out slit trenches; 4 - executing standard rating-category performances for categories 2 and 10; 5 - task assignments. Second phase: 6 - chemically contaminated area; 7 - by-pass; 8 - zone of radioactive contamination; 9 - special individual operations. Third phase: 10 - fire tunnel; 11 - wall; 12 - ruptured gas line; 13 - water and sewer lines; 14 - LEP [electric-power transmission line]; 15 - areas of obstruction; 16 - protective structure with dummy occupants; 17 - heating pipes, electricity and telephone cable; 18 - emergency crawl hole exit covers; 19 - area decontamination; 20 - fire-fighting area; 21 - area for special treatment of "wounded"; loading the "wounded"; 23 - water tank; 24 - special personnel treatment area.



From the editors. Comrade Kurochkin has brought up an important subject in our view. The time has indeed come to find answers to questions concerning the holding of CD training-area competitions for nonmilitary formations; to determine the scale on which they are to be held (facility, region, city) as well as the frequency and type of competition; to establish conditions, incentive and award procedures, rules for judging and so on. The editors invite facility, regional and city staff personnel to express themselves in the pages of this journal concerning all of these questions, as well as those raised by the author in his article.

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CSO: 1801

CIVIL DEFENSE TRAINING AND RELATED ACTIVITIES

In the City of Tuapse

Moscow VOYENNNYYE ZNANIYA in Russian No 6, Jun 79 signed to press 8 May 79 pp 6-7

[Article by V. Selyukov, CD Section chief of staff, and Ye. Titova, deputy chief of staff: "In a Danger Zone"]

[Text] While widening the highway, the road crew found a live bomb dropped by the fascist German vultures during the war. It was an HE bomb and weighed about a ton. It had lain there for many years, buried in the ground on the hillside, in the immediate vicinity of the highway and Grecheskiy Railway Station.

The ordnance disposal specialists arrived and inspected the dangerous find. It turned out that the bomb case was badly rusted and it was not feasible to extract it and transport it to a safe place. There was only one way out--explode it in place.

But, this required, first, stopping motor vehicle and train traffic and, secondly, reliably protecting the rail lines and facilities from the blast wave. In short, reliable preparations had to be made.

In considering the situation which had developed, the Tuapse Railway Section management decided to conduct a tactical-operational support exercise for the civilian [nevoyenizirovannyye] formations with practical operations on defending the railroad facilities under special conditions and on restoring movement on the "damaged" section. V. Titov, the section CD chief, ordered his staff to: develop an exercise plan which was responsive to the actual, current situation, estimate the amount of work required in conjunction with the specialists and the necessary manpower and equipment for this work and plan safety measures.

A number of protective measures had to be taken in preparation for the explosion. Specifically, a screen made of 5-meter logs, linked to form a grill, was erected between the highway and the slope where the bomb was to reduce the shock wave. This grill was filled with 600 cubic meters of sand and gravel.

Then, in order to reduce the damage to the railroad facilities, especially the power network, to a minimum, it was decided to lower the lines along six spans of the power supports for four rail lines to the ground and to disassemble the rigid cross members on four of them. Thus, there was a good opportunity to train our CD formations in working on the procedures and methods for restoring damaged elements of the power network for a section of the railroad lines under realistic conditions. The time for each operation was established by a strict schedule developed by the chiefs of the leading departments and services in conjunction with the section's CD staff.

Now, the last train has passed through the station. The exercise began at that time; it was personally headed by the section CD chief. The voltage was removed from the power network. The command was issued to conduct preparatory operations to protect the railway facilities. V. Podkovyrin, the deputy chief of the section, was in charge of these operations in the power sector. Under the direction of P. Shapovalov, a formation commander, the three installation handcar crews and the KDE-16 [expansion unknown] crane crew disassemble the power network for the assigned section a lot quicker than scheduled. N. Zaretskiy's, V. Kurchavyy's and V. Khisametdinov's teams especially distinguished themselves. Their men knew very well what each minute's interruption in train traffic costs the state and they did everything required to reduce it to the minimum.

After the power lines were lowered to the ground and the other precautionary measures were taken, the siren began to whine. Soon afterwards, the explosion of the dangerous ordnance rang out. The protective wall softened the shock wave to a significant degree; thanks to it, not a single rail facility suffered any damage. At the time of the explosion, only stones and debris from the protective wall fell on the tracks and blocked them.

The green flares launched from the command and control center announced: the danger is passed. This was also the signal to begin rescue and emergency recovery operations.

Bulldozer drivers A. Razuvayev and V. Kashtymov and the team led by N. Safonov began clearing away the obstructions on the highway and the railroad tracks. Railway repairmen

S. Zakhlebnyy, A. Kucherenko and others worked in a clear-cut and coordinated manner.

But, the most difficult task fell to the power engineers. Within a short period of time, they had to put the rigid cross members in their previous places and string the power lines on them. The expertise and skill of the crane operator I. Kryuchkov electricians A. Bliznyukov A. Gonov, A. Tkachenko and other of the CD formation ensured that the power network was restored significantly ahead of the time in the schedule. We will also direct some kind words to communicators N. Gridin, Yu. Mikheyev, M. Serikov, I. Kaz'menko and M. Desyaterik for efficiently transmitting orders and reports.

The voltage has been fed to the power network. The trains have begun moving again over the restored section. Satisfied with their success, the men and commanders of the civilian formations were returning to their facilities. During the critique, V. Titov, the exercise director, gave a high rating to the actions by the men and their commanders.

"You not only demonstrated your expertise," he said. "By working in a danger zone, each of you sharpened his mettle. This is probably the primary result of our training."

It would not be out of place to state that many of the exercise participants were decorated.

All of our formations are continuing to creatively improve their knowledge and skills while preparing to accomplish the most complex missions.

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Effectiveness of Staff Work Discussed

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3 May 79 pp 8-9

[Article by Col V. Mamonov: "The Staff During an Exercise"]

[Text] As a rule, the enterprise civil defense chief directs the scheduled comprehensive facility exercise and his CD staff performs the function of the controlling headquarters. Therefore, in this case, the staff supports the preparations for and direction of the exercise and is a command and control element in action. Of course, only a comprehensively trained and coordinated staff is up to this.

Let's examine some of the special features of its work under these conditions.

A broad package of measures connected with exercise preparations is accomplished on the basis of a well thoughtout and thoroughly developed chronological plan. This important document primarily reflects the administrative activity of the staff as an exercise control element. It only has to neglect something or fail to precisely define missions for officials and procedures and deadlines for accomplishing these measures and all of this will have an immediate effect on the quality of preparations.

This is why the development of chronological plans and administrative instructions must be given a great deal of importance. After they are coordinated with higher headquarters and approved by the enterprise CD chief, the cited documents are delivered to executors (usually at conferences which are jointly conducted by the administration, the party committee and the labor union committee). All of this not only helps to get the supervisors, commanders and chiefs linked up to the exercise preparations more rapidly but also the entire labor force.

Experience shows that the success of preparatory measures depends upon the effectiveness of the supervision over their execution; this supervision is primarily exercised by the staff and by the enterprise manager personally. This is accomplished by scheduled inspections, personal contact with the immediate executors and by their reports at operational conferences. Thus, while listening to the chief specialist and production shop chiefs at the daily operations meetings, V. Bulavin an enterprise director, was at the same time interested in what they were doing on the exercise preparations. He had the chronological plan and information submitted by the staff--information which reflected the actual situation--at hand. Of course, it was difficult for the people who had not coped with their assigned tasks within the deadline.

While ensuring the accomplishment of numerous measures during the preparatory period, the staff is at the same time thoroughly preparing itself to function as the nucleus of the combat crew at the facility's CD command and control center during the exercise. The staff training sessions and command post exercises stipulated by the chronological plan are conducted for this purpose. Special attention is devoted to the staff officers' individual preparations.

The staffs with the best coordination are usually the ones which are trained by the facility CD chiefs personally. Let's take Comrade Bulavin again. Together with A. Maksimenko, his chief

of staff, he not only directly supervises the command post exercises but also frequently directs the staff training sessions. Therefore, he has a good knowledge of what each person on the command and control center's combat crew is capable of. The director actively supported the suggestion to use the automated control system at the plant to speed up the collection and processing of information on the situation which evolved during the exercise.

In order to organize the combat crew's supervisory work in a more rational manner (bearing in mind that it is the exercise control staff at the same time), comrades Bulavin and Maksimenko precisely delineated the functional duties of each official and they demanded skillful and creative accomplishment of these duties during the training sessions. Moreover, operational (with subordinate echelons) and independent (with the director's deputies and assistants) communications were set up and tested on numerous occasions. In short, each person was responsible for his area: some supported control of the exercise and others supported data collection and processing and preparation of information for decision making. All of this helped in conducting organizational work in the dynamics of the exercise.

A group headed by the assistant chief of staff developed the basic methods documents (the exercise plan, administrative instructions, the support plan and others). Together with the director's deputies and assistants and the support chiefs and other facility specialists, this group defined the sequence and methodological procedures for practicing the training missions, the procedures for introducing tactical problems and materiel support, including simulation of centers of destruction. For ease in using it, the exercise plan was made up graphically in the form of a topographical map.

A second group made corrections to the facility CD plan, the communications and warning plan and the other documents required for operations at the command and control center. It must be stated that the facility had already conducted a comprehensive exercise once before. Therefore, the CD chief and staff were able to conduct a good analysis of the past experience, consider the deficiencies and draw the necessary lessons from them. It was specifically on this basis that they decided to make the work at the command and control center more efficient. The fact was that there was not a clear-cut distribution of duties the last time. As a result, the staff officers were not always able to concentrate their attention on the main problems; there was a delay in collecting and processing information and in evaluating the situation. This time, when the automated control system was programmed for this purpose, the operational information was reflected on illuminated displays and special graphs. They began to make decisions

and deliver them to the executors a lot more rapidly. This means that the innovations which were introduced during the preparations for the second comprehensive facility exercise significantly facilitated command and control in a complex situation.

It is not by accident that we have related this positive example in detail. Everything new and advanced that occurs during exercises must be noted and implemented without fail. It is worthwhile that, by critically thinking over their deficiencies, these comrades are not standing still but are energetically and creatively improving the work style of their command and control element.

But, unfortunately, this does not happen everywhere. Cases are still encountered where the experience from exercises is analyzed poorly and the deficiencies are repeated from year to year.

It is frequently possible to observe a staff--functioning during an exercise--which reacts poorly to an abrupt change in the situation. For example, the majority of the facility's CD formations found themselves in a zone of radioactive contamination. They found out about this with a great deal of delay at the command and control center. Why? Reconnaissance was conducted poorly and the estimate of the radiation situation was superficial and mistaken. But, this is not the only cause of the serious error. The staff was not prepared to function in a dynamic situation and the staff officers did not have the knack of foresight. Therefore, they did not take measures to immediately bring the formations out of the danger zone.

It is not an easy task to instill the knack of reacting to changes in the situations. It is accomplished by various methodological procedures during the process of group lessons, staff training sessions and command post exercises. When setting tactical problems, it is important to use examples of unexpected situations on a widespread basis and to suggest that the trainees analyze and forecast the possible course of events within specific time frames. There is also a psychological aspect here. Indifference, formalism and a stereotyped approach are poor travelling companions. Everybody involved in the activity at the CD command and control center must have an acute appreciation for the fact that peoples' lives and reliable defense against modern weapons depend upon their work and efficiency. Therefore, each delay and error is fraught with serious consequences.

It was noted during an exercise that, while at home when the air raid sounded, the blue and white collar workers and their

families did not react to it at all. At this point, we see the staff's serious deficiency. This means that practical training and the appropriate explanatory work during the preparatory period were not conducted.

The majority of the deficiencies encountered during exercises are the direct result of negligence and a stereotyped approach. Thus, because centers of destruction are poorly simulated, formations are not obtaining required skills in conducting rescue and urgent emergency recovery operations. It is even worse when the men and commanders, while operating in a simplified situation, are deprived of the opportunity to acquire superior morale, political and psychological traits.

As we can see, the range of staff work during scheduled comprehensive facility exercises is extremely broad. Special attention should be directed at training them comprehensively to carry out their multi-faceted role.

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In a Zaporozh'ye Metal Combine

Moscow VOYENNNYYE ZNANIYA in Russian No 6, Jun 79 signed to press 8 May 79 pp 8-9

[Article by I. Goloshchapov combine CD chief of staff:
"By the Entire Collective"]

[Text] The blue and white collar workers of the Zaporozh'ye Titanium-Magnesium Combine, as well as the non-working population living on the territory attached to our facility, have completely fulfilled the program on the universal mandatory minimum of knowledge in civil defense and they have successfully passed the norms test. During the tests, the majority demonstrated firm theoretical knowledge and applied skills; this was facilitated to a significant extent by preparing the training facilities in advance and by comprehensively promoting civil defense.

It is necessary to state right off that the facility CD staff continually felt the combine party organization's assistance and support in carrying out these measures. Before the beginning of the year, A. Bogdanov, the party committee secretary, published an article in our factory newspaper NOVAYA TEKHNIKA; in it, he talked about the tasks of the communists in mobilizing the combine's workers to conscientiously carry out their duties in civil defense and about the role of formation political officers. He devoted special attention to training instructors for training groups which are primarily headed by communists. Let's point out that

the issue of the party members' vanguard role in improving civil defense was discussed on numerous occasions at meetings of the secretaries of primary party organizations and at party meetings. For example, while speaking at the routine refresher courses for commanders and chiefs, P. Galkin, the combine director, talked about the communists instilling superior morale, political and psychological traits in formation personnel. After pointing out the initiative and courageous actions of rescue workers V. Ustinenkov and N. Durnev when they prevented an emergency situation in one of the shops, he emphasized that these traits are not only required of the Soviet people in war time but also in their daily lives.

Work in this area is being conducted in a thoughtful and systematic manner. All formation political personnel have been trained at the oblast CD courses. At one of its meetings, the party committee reviewed and approved a special plan of measures for promoting civil defense; the goal of the plan was to provide the population with an in-depth explanation of the decisions of the 25th CPSU Congress and the 25th Ukrainian CP Congress, the works of L. I. Brezhnev and the provisions of the new USSR Constitution on strengthening the country's economic and military might.

Communist and Komsomol members and activists of DOSAAF and other public organizations took part in carrying out the plan. The war veterans did not remain on the sidelines. As members of the Knowledge Society, many of them are giving lectures and reports. "V. I. Lenin on Defending the Socialist Fatherland," "The 25th CPSU Congress on the Need for Strengthening the USSR Armed Forces," "The CD Organization at an Industrial Facility"--this is far from being a complete list of the topics. Recently, young workers listened with interest to the reminiscences of (Res) LtCol V. Gerasin, Hero of the Soviet Union and chief of the military registration office, on the feats of Komsomol members at the front lines of the Great Patriotic War.

Once, I had to attend a political information session which Capt (Ret) V. Kuznetsov, chief of the economic planning branch, was conducting for his co-workers. When the conversation turned to the Soviet people's patriotism during the Great Patriotic War, the veteran talked about the selfless actions of the LAD [Local Air Defense] men in defending the city on the Neva from the fascist vultures' raids and he called upon his listeners to sacredly maintain and multiply the older generations' combat traditions, to diligently study civil defense and to assist the defense society [DOSAAF].

Meetings and workers' evenings in various production sections are used on a widespread basis to promote civil defense. While opening one of the evenings, V. Balbekov, a shop chief, announced the results of the CD socialist competitions between the production sections. Officials from the higher headquarters awarded Exemplary Worker in Civil Defense badges to A. Sobol' and A. Prosvirnin, reserve officers and outstanding workers of communist labor. The attendees watched the movie "The First Echelon" with interest; the film was shot by amateurs during the comprehensive facility exercise.

During CD month, there was an inspection and competition for CD reading rooms. The committee--made up of representatives from the party committee, the labor union committee, the CD staff and DOSAAF--noted that many of the shops and branches had set them up in a pleasant and skillful manner. The facility CD chief rewarded the best one with a special order. The victorious collectives in the competition received monetary awards and they were awarded Certificates of Merit.

During CD month, DOSAAF and CD activists completely replaced the posters and signs in the training classrooms and the combine's library displayed an exhibit of new literature on CD and military patriotic education.

CD month ended with mass competitions among scouts, rescue team members and medical team members.

We talk about the good deeds of CD activists and of entire collectives in the wall press and on the facility radio. Incidentally, we try to promote civil defense by sound and sight in such a way that it will reach various categories of the population. It is promoted on work shifts and at the combine's CD training center, during exercises, inspections and competitions, on the bulletin boards in the residential area, at the Technical Center, at the Palace of Culture, at Pioneer camps, etc. For example, a fascinating military sports game was held with the children in the senior classes at the Sokol Pioneer Camp; V. Migel' chairman of the primary DOSAAF organization in a basic shop, put a lot of effort into the preparations for it. We also pay attention to sponsored organizations. We finished equipping a CD training class in Middle School No 67 by the anniversary of Lenin's Komsomol.

Of course, all of this requires a lot of effort and things do not always go smoothly. It is necessary to draw up the stragglers and overcome the inertia of individual comrades.

But, practical experience convincingly confirms that success and efficiency in promoting civil defense are primarily achieved where this job is undertaken together.

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In the Moscow Area

Moscow VOYENNNYYE ZNANIYA in Russian No 6, Jun 79 signed to press 8 May 79 pp 10-11

[Article by A. Shvarev, senior CD course on-the-job training instructor, Gagarinskiy Rayon: "Job 'Entry'"]

[Text] My colleagues in the civil defense course were interested in the following recent publications in the magazine VOYENNNYYE ZNANIYA: V. Glushkov's article "Efficient Staff Work" (No 7, 1979) and the discussion of it and also G. Prikazchikova's essay "You Will Get Your Second Wind..." (No 4, 1979). These materials serve as a basis for serious discussion because they touch upon many aspects of our daily, practical activities and they cut to the quick, as the saying goes. Therefore, relying on my personal experience and my comrades' opinions, I would like to express a few ideas.

The staff and the courses are the primary civil defense elements which accomplish many similar missions using different methods. What has been said about the work style and methods of the CD staff applies to the work of the courses to a significant extent.

Each employee of the courses must undoubtedly meet the requirements set forth in the publications mentioned above. There is no argument that efficiency in his work and the ability to get the material being studied at the courses across to the students substantively, briefly and intelligently do not suddenly appear in the beginning instructor. And there is no single solution on how to achieve this any quicker. Reserve officers and retired officers with different work experience arrive at the courses as on-the-job (OJT) training instructors. Some have better command skills, others have better staff skills and still others have better engineering skills. It is necessary to honestly admit it: not all of them are able to begin conducting lessons immediately since they are not sufficiently trained in civil defense. The opinion that every officer who has previously trained his subordinates successfully can pick up teaching at the CD course on the run is patently mistaken. Perhaps we observe the rather large turnover in personnel due to the difficulties they encounter at the outset. Persistent, creative teaching is not within every person's power.

The newcomers have to renew their knowledge of the principles of nuclear physics and of chemical and radiation defense; they have to learn the operations of radiation and chemical reconnaissance devices and dosimeters; and they have to remember a large number of new terms, etc. There is no way of getting around the requirement to master the methods for organizing lessons, lectures, discussions and applied training sessions. And, most importantly, it is necessary to grasp the entire curriculum--and each topic separately--rather quickly. This is why the question arises: stay at the courses or leave? As a rule, the people who give up have not been accustomed to working systematically or they assumed that they had found a rather easy job.

Usually, the beginning instructor is assigned 2-3 simple, more or less familiar topics. This is correct if your goal is to retain personnel. However, this does not mean that it must be limited to this. With time, over the course of 2-3 years, he will have to master a minimum of 60-70 percent of all the subjects in the course curriculum. This is both in the interest of the instructor--if he wants to become an expert at his job and feel confident in it--and in the interest of the course. Situations arise frequently in our collectives where it is necessary to substitute for a colleague (a shortage of staff, illness, leave). For example, there was a time when we only had two people "holding the fort" for a short while. Under the leadership and with the assistance of the course director--and also thanks to their good personal training--they accomplished the entire training curriculum. But, frankly speaking, it is difficult to get out of these kinds of situations and we would not like them to occur frequently.

While observing the practical experience of our newly arrived reserve officers "entering" the job during my five-year period of work at the course, I became convinced that they proceed to improve their skills in different ways. Some immediately set to work compiling outlines. They conscientiously recopy the civil defense textbooks, waste lots of time and devote the least attention to the methods side of the job. If they are not helped in time, they turn into "dogmatists" who do not tear their eyes away from the outline and who put the students to sleep with their monotony. There are not any live thoughts, convincing cases or local examples in their lectures. If the group is given a quiz after such a lecture--and we have resorted to this--it turns out that many of the trainees are not able to answer simple questions on the topic they just covered. This kind of instructor loses his control over the audience, is not able to stay within the time allocated and,

while going into overtime, is forced to cut down on part of the questions. Or, what is even worse, after quickly reading all the material "from the page," he finishes the lesson before the bell because he doesn't have anything more to say on this topic.

People with a certain amount of knowledge on civil defense are another category of beginning instructors. Sometimes, some of them are so self-confident that they do not bother themselves with additional work on the material at all; they want to get by on the old baggage. They take a prepared, detailed teaching outline and proceed boldly to the students. However, there is not a single detailed teaching outline which can provide all the details of the topic, reflect the requirements of new governing documents and cite fresh examples, cases, and information. After all, the "teaching methods" only provide a general outline of the lesson. It is possible to embellish this outline through persistent work. Then, the students begin to ask this "old" lecturer questions. Is he always able to answer them intelligently and completely?

The fact that the lecturer hardly ever uses the blackboard or visual aids due to his attachment to the outline is a significant shortcoming in these ways of "entering" the job. Or he does it hastily, carelessly. After all, the classroom blackboard is a sort of showcase where the level of the instructor's education and teaching skill is displayed. What sort of impression will a group have if he carelessly, illegibly and hastily puts diagrams, tables and formulas on a dirty blackboard?

In our opinion, it is sufficient if the well-trained OJT instructor who has a good mastery of his material has a brief plan and outline for conducting the lecture or applied lesson, an outline which is thought out in detail with an estimate for the time. Unfortunately, not everybody is able to develop this kind of plan. This must also be learned.

As shown by experience, it is advisable that the beginning instructor do his work in the following sequence in order to master the knowledge on CD and teaching skills: become familiar with the course training curriculum, training facilities, basic documents, detailed teaching outlines, literature, manuals, regulations and orders; study the CD structure at facilities; and, finally, develop his personal plans and outlines. This sequence is probably the most efficient.

However, even the well-trained instructor will not reach his goal if he does not introduce elements of creativity and innovation into his work. Teaching methods and forms are continually

being improved. Various technical training and testing equipment is now being used; he must also master it and learn to use it easily and on a widespread basis during lessons.

Only experience will make it possible to decide on your own in each specific case which problems should be given more time and which less and which methods should be used. As was correctly pointed out in G. Prikazchikova's essay, this is only possible based on a good knowledge of the audience: who is being trained, their general training level, the nature of the work at their facility, their level of knowledge on CD problems and, most important, the training goal for this group. If facility chiefs of staff are attending the courses, it is obvious that the fact that they will be organizing civil defense at their factory, planning measures, monitoring their accomplishment and commanding and controlling CD forces based on the knowledge they acquire should primarily be taken into account. If it is formation commanders, they will personally have to train their subordinates, direct their actions, command and issue orders. A completely different emphasis should be made when training group instructors in the CD 20- and 12-hour curricula. After all, their mission will be to train blue and white collar workers at the enterprise and the people in the residential area.

It can be seen from what has been said that the course curriculum is not dogmatic. The instructor not only can but must--if required in the interest of training--improve it, reduce some things in it, and change or add some things.

Here are two specific examples from our practical experience. When studying dosimeters and radiation reconnaissance devices, we almost always find that the trainees have a poor knowledge of their operating principles. In this case, it is very difficult to get the students to use the devices skillfully and consciously rather than mechanically. As a rule, the instructor must find the additional time required to explain or repeat these problem areas.

A second example. When working with the commanders of prepared and make-shift shelter support teams, we teach them how to operate the VPKhR [military instrument for chemical prospecting] and DP-5 [dosimeter] equipment although this is not stipulated in the curriculum. Again, we do this by redistributing the time and we are sure that we are acting correctly.

The instructor not only learns from textbooks, manuals and directives but also from his comrades and colleagues. The national economic facility is our primary school. This is the only place we can clearly see the results of our work as

well as the cost of it; we can get an idea of how everything turns out in a realistic situation.

It goes without saying that our students' use of the knowledge obtained at the courses depends to a great extent upon the activities of the facility CD chiefs and their staffs. When the enterprise CD staff does not have a well thoughtout CD plan and clear-cut plans for training formations and blue and white collar workers and when training facilities have not been set up and basic procedures are lacking, these are signs that things are not going very well in civil defense here. The converse is also true.

I would like to cite the Moscow Film Studio-- where I. Shichanin is the CD chief of staff--as being exemplary in its civil defense status. The staff personnel work a lot and enjoy a great deal of prestige among the collective. The Moscow Film Studio occupies first place in a number of statistics in Gagarinskiy Rayon. We find the same order, clear-cut planning and good organization when we inspect the facilities where M. Shumov, A. Gordeyev and V. Ivanov are the chiefs of staff. The training for commanders and chiefs is well organized here; the knowledge obtained at the courses is supplemented and reinforced under the concrete conditions of the facility itself; P. Solodukhin, M. Kozhemyakin, S. Romanov and others have developed into skillful formation commanders with a good mastery of training methods.

Unfortunately, there are also facilities which are weak in civil defense in our rayon. For example, for a number of years, the chief of staff at one of the construction organizations did not have a permanent location and he kept documents any old way. This did not upset the facility CD chief. You can imagine what the results of this were.

It turns out that graduation from the course training is not enough. It is necessary to be able to organize training for formation personnel at your facility by conducting special lessons, training sessions and exercises and it is necessary to be able to skillfully develop all CD measures. Therefore, we do not quit paying attention to our former students; we continue to provide them methodological assistance directly at the facilities and we view this as our direct responsibility. True, this is a special aspect of our activity which should be discussed separately. I will only cite some examples.

While assisting in the preparations for a comprehensive exercise at a facility, we frequently run up against some commanders and chiefs who are not able to issue an order in a clear-cut manner, formulate their instructions briefly, report on the

situation briefly and comprehensively, make the appropriate estimates and put them in graphic form. This is not an easy job; however, somehow, we are obviously not finishing our job. The assistance from the staff and the courses is frequently relegated to providing exercise directors and formation commanders with previously developed, standardized plans and examples of orders, instructions and reports. It must be frankly stated that this is a fallacious practice. While blindly following the standardized, detailed outlines obtained from the staff or courses, many chiefs and commanders, especially inexperienced ones, mechanically--without thinking--transfer the contents to their own facility when it has a different organizational structure, another personnel strength and its own special production features. The circumstances are not taken into account. There is another bad aspect of this: people forget how to think on their own, how to dig into the details, consider realistic strengths and capabilities and rely primarily on the data in their own civil defense plan. During exercises, you only have to separate a particular chief or commander from his previously prepared text and he is lost; his answers are irrelevant and at times he demonstrates his complete lack of knowledge of the actual situation.

In reviewing the problems of quality training for CD commanders and chiefs at the courses and the instructors' role in this, we are trying to proceed based on the primary mission of the day in all areas: to provide comprehensive training for leadership personnel in accomplishing CD missions within compressed time frames, under difficult conditions and in strict compliance with the facility CD plan.

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In Permskaya Oblast

Moscow VOYENNYE ZNANIYA in Russian No 6, Jun 79 signed to press 8 May 79 pp 12-13

[Article by G. Svetsitskaya: "Methods are a Matter of Creativity"]

[Text] Training methods was the subject of the "round table" discussion conducted by our correspondent G. Svetsitskaya at the Permskaya Oblast CD Course. In addition to the oblast course collective, comrades from the city's facilities, from rayon courses and students from the group which was studying at that time were in attendance. The purpose was to discover ways to improve instructors' methods and skills in the struggle for efficiency in preparing courses.

Correspondent: The CD courses now have methods materials for all the subjects in the curriculum at their disposal. I am interested in how your collective rates these materials and how it uses them? What role have they played in reorganizing and improving the training process and in improving training facilities?

V. Velikotnyy (chief of the oblast course): We know that these materials are the result of collective, creative labor. They provide an in-depth and detailed discussion of the entire training curriculum for CD supervisors, commanders and chiefs. They are a sort of manual on the methods for course instructors, teachers and on-the-job training (OJT) instructors, a manual which provides a precise formulation of training purposes, goals and questions, recommendations on training forms and methods and a benchmark for the students to master applied operations.

In connection with the new methods directives, we have developed new training materials and facilities which we are continuing to improve primarily by replacing them with up-to-date technical training and testing equipment and by using them better in the training process.

Correspondent: It must be assumed that, while giving the "methods manuals" their due and while being guided by them, you do not view them as once and for all solutions, sort of "eternal outlines" which simplify and facilitate the instructors' work?

V. Velikotnyy: To the contrary. Our work has not been simplified as much as it has become more complex. The requirements levied on the courses were noticeably increased. Moreover, the methods themselves do not permit a stereotyped approach. Besides, there is hardly anybody in our day and age who would take it upon himself to have the audacity to issue even the thickest recommendations as being final and not subject to review. The methods always anticipate a creative approach to the job. Therefore, while firmly relying on the generalized material, we take into account the specific features of our oblast and the special features of the facilities and the student group. In relation to this, we decide how to modify individual cases by adapting the centralized "methods manuals" to local conditions and circumstances. If we are objective, with the sole desire of improving the job, there are things in them which can be criticized and there are arguable points. Therefore, I believe that our conversation will only be for the common good.

Correspondent: This is one of the purposes of our meeting.

B. Teplyakov: Then, perhaps we will not fail to mention the causes which force us to modify the materials to a certain extent. I will try to be as specific as possible.

It must be acknowledged that the materials we receive are far from being equal in the quality and depth of work on training issues and in the precise exposition of certain topics. The abundant repetitions are confusing: some of the training issues wander from one topic into another almost without any changes. With the limited training time at the courses, this is an extremely significant shortcoming. To save time--and simply for the sake of common sense--we are forced to reduce something or to intentionally concentrate the study of the repetitive training issues in another, more appropriate topic. Here is an example. During one of the lessons, we cover the CD officials' duties in carrying out a number of missions and we cover the basic documents for organizing training within the CD system. But, we have distributed the material on specific functional duties among other topics where it is more appropriate.

Here is another example. The topic under discussion, for example, is too general and superficial on the official duties of agricultural supervisors; we fill in this omission while studying another topic. Or, there is this error: the duties of an industrial facility's CD officials is one thing and those of an industrial association are a completely different thing. This issue was omitted and the courses require additional explanations. The same goes for the CD functions of rural and village council chairmen. They are not at all similar. clarification is also required here. The issues of planning in CD support services should also be mentioned. They are covered in the most general terms. The courses expect them to be specific.

We also had to make serious modifications to this training issue: conducting reconnaissance on a facility-wide scale. We have reflected all these operations in a series of special posters which we now show with a mechanical poster display. I will point out in passing that we already have five of these topical series for different groups in the curriculum. The posters help provide a better orientation for the students. Of course, while we are modifying a particular issue, we make the appropriate corrections to the estimated time for covering the material.

This list of comments could be continued. But it's good that we are handling many of the difficulties on our own.

G. Grekov: We are evidently handling them because we do not consider our freedom and independence in approaching the materials

sent to us as something seditious. What is wrong with the fact that, at times, we take a more rational approach to the distribution of time among training issues within a topic than was recommended to us? Let's take the topic on instruments. In our opinion, too much time is allocated to studying their structure. But, the most important thing is to be able to use the instruments: to put them in operational readiness and to take correct readings. A training session is required for this and, of course, time for it. We found this time and we are glad that our students are firmly mastering the instruments. In developing several versions of particular issues in a specific topic in relation to a group, we do not at all want to ascribe to ourselves the role of some sort of bold "discoverers." Without doubt, other courses are proceeding along the same path or a somewhat different path: they are orienting the training issues more precisely, measuring out the amount of material and redistributing the time. And this is not arbitrary. The very logic of training and, moreover, the instructor's experience direct us to this.

V. Velikotnyy: Nevertheless, I would like to emphasize something so that we are understood correctly. Of course, we discuss our "Independence" and all our modifications, revisions and amplifications on a collective basis; we weigh them and coordinate them with the oblast CD chief of staff, the branch chiefs and specialists. Then, we make adjustments during open lessons with a subsequent discussion of them. If something is wrong, we do not persist; we give it up and return to what was recommended. Although, these cases are rare.

Correspondent: Now, it is necessary to make the curriculum and the entire training system at the courses more specialized. And, due to this, the requirements on the instructors' teaching skills are increasing. He is supposedly forced to specialize in certain topics and to lead certain groups. How is this being resolved in your collective?

V. Velikotnyy: Of course, there is specialization. We not only take into account the actual requirement here but also the instructor's personal preference for a particular topic. If he likes it, this means he will deliver the material to the students in the best possible manner. For example, I have a special inclination to talk about the basic principles for protecting the population. However, as the ideal--and because we have a temporary staff shortage--we would like each of our instructors to be a generalist. Don't forget our level--we are an oblast course and not a republican one. Therefore, by no means all of the useful advice provided by Ol'shevskiy, the CD course director for Latvia, in the magazine VOYENNIYE ZNANIYA is feasible under our conditions, without even mentioning the rayon-level courses. We prefer

a generalist instructor and we are directing the collective toward this.

A. Pugovkin: This is a very proper requirement--to make the training as specialized as possible and to take this into account when staffing the groups. It is not necessary to demonstrate how training quality and the degree of mastery over the material are improving due to this. Strictly speaking, this is not a new idea; we took this condition into account previously. Although we have gone over to new methods, we did not begin from "zero." We welcome the strict nature of the direction for the entire curriculum and each topic and also for the training forms and methods for specific categories of students. The material purely for lectures is now being covered differently than before--by using various visual aids. Everything is directed at providing the students with the most essential knowledge. It is also being provided more completely now because our training facilities are completely different--abundant and diverse. After rebuilding them, we significantly expanded our arsenal of methods. The majority of the curriculum is now being studied via group and applied lessons and via exercises--not only at our reequipped classroom facilities but also at the facilities attached to the course, in training areas, shelters, etc.

I will express our common desire: we would like to find out a little more about the experience of conducting group exercises on RUERO [rescue and urgent emergency recovery operations] at the various courses. It is now very important for the instructors to have a confident command of the entire store of methods procedures.

Correspondent: Let's turn now to methods within the course. While training others, how are the instructors themselves taught?

G. Ignatovich: We plan intracourse methods work at the same time as the annual planning for the training process. It is not only designed for our collective but also for the rayon courses' employees who are invited to our "instructor's methods day." In addition to this, our work in training methods includes methods conferences, instructional methods conferences, demonstration lessons, open lessons and reciprocal lesson visits. Oblast CD staff officials participate in these measures just as they participate in the training process.

Our course maintains close contact with the Oblast Book Trade Office. We distribute all the new CD literature which arrives under our requisitions equally among the key stores in each of Perm's rayons and in the oblast's cities.

V. Velikotnyy: I will add that all the issues which we review at methods conferences are always reflected in the instructors' plans and outlines. We introduce all innovations, changes and amplifications slowly so we don't lag behind. For example, when the CD warning signals were rewritten, we immediately reaccomplished the appropriate posters and stands and informed subordinate courses and facilities about the changes.

Correspondent: You have a stable staff of instructors. People have been working for a long time and have a great deal of experience. What if new people arrive?

V. Velikotnyy: Of course, we basically have a stable staff. But, right now, we are temporarily undermanned. Some of the reserve officers have changed their place of work. We devote a lot of attention to the new comrades who come to us by helping them "enter" the job.

V. Putintsev: As, for example, they helped me. I have been in the collective a total of two years; but, with the support of my comrades, I have studied the topics and am now ready to take on a large training load. They helped me master all the technical training and testing equipment systems. For training sessions, including visits to the oblast's rayons, we use the very simple OP-1 [expansion unknown] to train for and take the Ogonek and Akkord tests. The OP-1 and all the other equipment is controlled from the instructor's console. I now have a more confident command of all this equipment; I have learned to use the test cards when giving tests. It would be very desirable to organize an exchange of these cards among courses.

Correspondent: What is the students' attitude toward the current training methods and the system of course training facilities?

N. Tikhomirov (CD facility chief of staff): It can be said that I am not a rank and file student: I have just attended the course again. But, I am able to compare what there was previously and what there is today. The last refresher course provided a lot that was new even for me and I am not a novice in civil defense.

Ye. Konakov (student, chief plant engineer): I am attending the course for the first time. The entire training system here makes a good impression. I am glad that I successfully passed the test and I now have a complete picture of my future work in civil defense. It turns out that this job is a lot more serious than I thought.

Correspondent: Methods assistance for subordinate CD training organizations is the direct responsibility of the oblast course. In what areas are you providing assistance?

V. Velikotnyy: The "instructor's methods day" has already been mentioned here. In addition, our instructors visit the oblast's cities and rayons monthly; they conduct methods conferences with the teachers and instructors in the local courses at the same time that they are training students, primarily from among the agricultural supervisors.

N. Tsarev (chief of the CD course for Perm's Industrial'nyy Rayon): The oblast course inspects the status of work on training methods in the localities on a regular basis. These are not simply inspections but a type of assistance. They help us set up our classrooms and training centers correctly, inspect our instructors' level of preparations for their classes, inspect our "methods manuals" and look at the supply of literature for subordinate courses. Based on the results of these inspections, reports are not only compiled with the errors indicated but also with practical advice on what can be done better and how.

G. Grekov: A few words about the nature of the shortcomings which we have found during inspections. For example, we recorded the following error in methods at the course in Berezniki: while planning the training process there, they planned to train the reconnaissance team leaders first and then the commanders of the rescue detachments which were made up of these teams. They broke the sequence. We noticed some confusion in the arrangement of stands at other places: although designed for one class, for some reason, they turned up in another. We also found mistakes in the contents of the stands. In such cases, we usually invite our comrades to visit us at the oblast course and analyze everything in detail.

V. Velikotnyy: There is enough work in the localities. We see the primary goal of our specific assistance as one of getting our comrades from national economic facilities and our instructor-colleagues acquainted with the best models and we are trying to set the example here.

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In a Leningrad Institute

Moscow VOYENNNYYE ZNANIYA in Russian No 6, Jun 79 signed to press 8 May 79 p 14

[Article by Yu. Tyurin, candidate of engineering science and chief of the CD course at Leningrad Civil Engineer's Institute: "The Students are Using Computers"]

[Text] The students of civil engineering higher educational institutions must learn to calculate the radiation protection ratio (K) for facilities which are intended to be used as shelters (RS--radiation shelters). Deeply buried basements and also rooms located in the middle of a building with thick, main walls and small window openings provide the best protection for people against radioactive radiation. But, it may turn out that a second-floor room with external walls and a large number of windows will have to be used as a RS.

As a representative of the CD engineer support service, the construction engineer must calculate the protection ratio for any of these facilities and, if necessary, he must develop additional measures to raise K to the required magnitude. This last calculation can be accomplished in several ways. Moreover, the methods will differ in labor intensiveness, time frame for accomplishing them, materiel and utilization of mechanized means. The graduate of a civil engineering higher educational institution must be able to select from among the many possible methods the one which can be accomplished with the least expenditure of time and labor and which is also consistent with available materiel and machinery, while ensuring the required magnitude for K.

Initial K is calculated according to one of the mathematical formulas. It is not hard to calculate it manually but it is rather labor intensive. In conjunction with the preparation of initial data, it takes approximately one hour. Part of the initial data change for each alternative for increasing the level of protection; therefore, it is necessary to calculate a new value for K each time. The calculations drag on. Meanwhile, we concluded that they can be automated.

Yu. Chizhevskiy, a candidate of engineering science at the Leningrad Civil Engineer's Institute, developed and tested a program for the Nairi-2 computer. Based on this program, the protection ratios are calculated for basement, first- and second-floor rooms and also for detached, buried structures. The program for the computations is put on punched paper tape which can be input into the equipment at any civil engineering institute or design organization which has a Nairi-2 computer.

We are presently assigning each civil engineering student graphing and computational homework on the topic "Developing and Researching Methods to Raise the Protection Ratio for Facilities Being Modified as RS's" which the student accomplishes on the computer.

The methods and procedures for the work follow.

The student receives an individual assignment with instructions on facility specifications and the required value for K. He must calculate initial K manually in order to gain a firm mastery of the calculation methods and the structure of the formula. Then, he develops 8-12 alternative methods for raising K to the required magnitude on the computer. For this purpose, the facility specifications are entered on the lines of the initial information form for the appropriate computer memory cells. The computer center operator inputs the initial information into the equipment. The student receives an output tape with all the K values for the projected alternatives. From these alternatives, he selects several competing ones which ensure the required degree of protection. This wraps up the first part of the assignment.

Based on our experience, it takes 30-40 minutes to prepare the data for machine calculation and it takes 3-5 minutes to run 8-12 alternatives through the computer; all of this takes 4-5 hours of manual computations.

The second part of the assignment is to evaluate the relative economic efficiency of the competing alternatives. The efficiency of each alternative method for raising the protection ratio is evaluated by the labor intensiveness of the work. Using reference data, the students make a list of the work for each alternative and the labor intensiveness of the work in man-hours. As already mentioned, the least labor intensive work has been adopted as the basis (criterion) for selecting the best alternative. During the calculations, it frequently turns out that 2-3 alternatives have a labor intensiveness close to the minimum. All other things equal, the final alternative selected is the one which provides a larger protection ratio. Additionally, they check whether the necessary number of skilled workers and the required mechanized means are available.

This is how we teach students to make technical and organizational decisions based on modern research methods using computers.

The students prepare the assignment in the form of a 5-6 page explanation with a blueprint of the RS's location in the building (a cut-away view and a floor plan) and a presentation

of the reinforcement alternative adopted. They attach the initial information forms for the calculations and the output tape with the machine's decision to their assignments.

Several students received individual assignments and they determined the protective characteristics of our institute's basement and first-floor facilities. The results of these calculations were then reported at the city's intervuz conference for CD students.

To disseminate our experience, we conducted demonstration lessons at the refresher courses for CD instructors at Leningrad higher educational institutions and at a seminar for CD instructors at RSFSR civil engineering higher educational institutions.

We believe that the introduction of computers into the educational process is an index of a qualitatively new level for studying the CD course at higher educational institutions and a necessary condition for improving training efficiency.

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In Volgogradskaya Oblast

Moscow VOYENNYE ZNANIYA in Russian No 6, Jun 79 signed to press 8 May 79 p 15

[Article by V. Semenov, training center chief, Internal Affairs Administration's Fire Department: "A Movie Theater on Wheels"]

[Text] The fire department of the Volgogradskaya Oblast Executive Committee's Internal Affairs Administration uses the fixed technical facilities of major industrial enterprises, kolkhozes, sovkhoses, clubs and movie theaters to promote fire safety.

However, some of the oblast's populated areas, field stations, livestock farms and so-called "nomadic" installations do not have such technical facilities and rooms to show movies and filmstrips and to reproduce tape recordings and radio conversations. Therefore, the administration purchased a mobile movie theater (KTP-36) for them; it is produced by the Volgograd Movie Machinery Plant for Technological Documentation of the Odessa Movie Equipment Special Design Bureau. It is mounted on an ODAZ-885 [Odessa Automobile Plant] semi-trailer and towed by an ZIL-130V [Plant imeni Lenin] tractor truck.

Thirty-six specially-designed, hard seats were installed in the lounge; the middle seats can be folded back forming an aisle. The auditorium and the movie equipment room are equipped with a hybrid, balanced ventilation system. The heating and ventilation equipment make it possible to use the theater all year round. Electrical power is supplied by the battery or by a gasoline-powered generator which is transported in a special compartment. The connecting cable is located in the back of the movie theater.

The screen, with the speakers installed behind it, is mounted on a rotating column. When the movie theater is being put into the travel configuration, the column is put inside the auditorium with an electric motor.

All the machinery is controlled from the heat-and-sound-proof movie equipment room which is separated from the hall. It contains the movie equipment, the amplifier for the loudspeaker system, the motor vehicle's radio receiver and the loud-speaker monitor as well as the other machinery and devices required for the movie system's normal operations.

The room has projection and monitoring openings equipped with fire screens. Fire safety drawings are on the outside of the movie theater.

Our experience in using this movie theater has shown that it is irreplaceable when conducting large-scale fire safety and civil defense promotional work among the populace. Artistic, documentary and popular science films can be shown in it in any weather; the loudspeaker system makes it possible to relay radio broadcasts while moving or stopped.

Two interrelated areas are being examined under the current system for using the KTP-36 promotional bus. First, work in accordance with the annual plan for joint fire safety promotional activities between the internal affairs administration's fire department, the oblast volunteer fire department's council, the Knowledge Society, the Oblast Administration for Setting Up Movie Theaters and the film-lending library; second, operational trips based on management's instructions to areas with fire hazards or to national economic installations. In the first case, films and tape recordings are selected and presented, radio discussions are conducted and other measures are accomplished consistent with the fire situation in the area during the year. In the second, material is selected based on definite topics, primarily on preventing fires caused by the reasons typical of the given locality, settlement or installation.

The mobile movie theater has an especially large amount of responsibility during the harvest season, when feed is being laid up and when agricultural installations are being prepared for winter use. During these times, the movie theater can be seen at the most remote points of sovkhoses, kolkhoses, field stations, threshing areas, mechanized areas, at places where grain and feed are being laid up and stored, at livestock facilities and at the temporary settlements where the workers and shepherds live. The farm and field workers are shown films, given lectures, and discussions and topical evenings are conducted with them. As a rule, there have not been any fires where our promotional bus has been.

At present, during the season for fire hazards, we are taking energetic steps to improve our explanatory work among the populace. It goes without saying that we are counting on our mobile movie theater a great deal.

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Use of Coatings in Industry Described

Moscow VOYENNNYYE ZNANIYA in Russian No 6, Jun 79 signed to press 8 May 79 p 32

[Article by V. Mironov: "Coatings and Durability"]

[Text] Using various protective coatings on articles made from metal, alloys and other materials is a means of improving their durability. The coatings increase the metal articles' resistance to rust, abrasion and oxidation at high temperatures. Moreover, scarce expensive alloys can successfully be replaced with cheaper and simpler ones with protective coatings even in corrosive environments. They undoubtedly merit attention from the civil defense point of view since they facilitate accomplishment of the mission for improving the stability of operations at national economic installations.

The Ukrainian SSR Academy of Sciences Institute for Foundry Problems has developed efficient designs for protective coatings based on melted oxides and it has developed progressive procedures for manufacturing them. The coatings have been successfully used under strongly abrasive conditions and under the effects of corrosive environments. They ensure reliable operation of mine refining, gold panning and other equipment at enterprises of the ferrous metallurgy, non-ferrous metallurgy, power engineering, construction materials, paper and chemical industries. Their employment at the power stations provides an economic impact in the amount of 1000-2000 rubles per ton of coatings. At mine production

combines, each ton of coatings saves 5-7 tons of ferrous metal and it saves 2,000 rubles; at cement plants, they make it possible to save 100 tons of metallic articles and 35,000 rubles per million tons of cement produced.

The USSR State Committee on Atomic Energy Use recommends porous articles made from heat-proof material for use as heat insulation, filters and pipes with gas-proof sides in the electronics, chemical, instrument building and other industrial sectors. They are made from heat-proof metal (tungsten, molybdenum) carbides, nitrides and oxides by the powder metallurgy method. The method consists of introducing potassium bromide into the batch as an extender, with a ratio of 1:10--1:300 between the size of the powdered particles of the heat-proof material and the particles of the extender. Then, the substance is compressed and baked. This particle size for the extender, which becomes sublimated during the baking process, ensures the formation of stable pores. Articles with a porosity from 20 to 80 percent are able to operate at a temperature of 0.8 the melting point even under the effect of compressive loads up to 5 meganewtons per square meter.

The Scientific Research and Design Institute for Assembly Technology's efforts, which were displayed at the VDNKH, are very promising. For example, in contrast to the inorganic thermal insulation materials being used, the PKB-75 heat-resistant foam material which is being proposed as a heat insulator has higher resistance under pressure and can be made in any shape. At the same time, it provides biological protection against neutron radiation when used, due to the high level of boron in its composition.

The KO-82-01 is characterized by high thermal stability at temperatures of 300 degrees C and by the ability to be decontaminated; it is designed to protect equipment, pipes, cement and heat insulating surfaces which are subjected to high temperature and aerosol contamination effects. It is obtained by the pneumatic powder method. A 110-130 micron-thick coating hardens during use. It has superior physical and mechanical properties and stability against temperature drops.

The RP-5165 heat and radiation proof coating is applied to articles made from carbon steel and stainless steel substitutes in the same manner. It provides extensive protection against rust, for example, for compressor equipment, structures and units of power reactors and for thermal pipelines.

The very stable VP-52 and VP-30 foam materials are recommended as heat insulators for reactor casings operating under high pressure. They are obtained from cheap raw materials by pyrolysis at a temperature of 1,300 degrees C in an inert atmosphere of phenol-formaldehyde foam plastic which accumulates silicon and boron; moreover, they are obtained at lower temperatures for pyrolysis as compared to the existing methods.

The heat-dried coating based on SP-FL-12 is interesting. It is used to shield equipment which is subject to the influence of corrosive environments, detergents and ionizing radiation and equipment which requires decontamination of the surface--on articles of radiation shielded equipment. The coating is applied to the surface with a paint sprayer or brush. Each layer dries within an hour at temperatures of 18-23 degrees C. After obtaining the required thickness, the coatings are processed with heat for 2 hours at a temperature of 270 degrees C. The SP-FL-11 adhesive fluoride coating also has the same role but it is cold-dried.

The scientific research and design institute also developed the SP-FP-7 and SP-FE removeable laminar polymer lacquer and paint coatings to protect equipment and structures under construction against radioactive contamination. They consist of alternately applied layers of fluoride and perchlorovinyl (SP-FP-7) or epoxy (SP-FE-8) coatings. Moreover, each layer provides a certain degree of protection. While being subjected to the effect of corrosive environments at a temperature of 20 degrees C, the coatings may last more than four years and they can be decontaminated with any detergent.

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TRAINING ACTIVITIES IN AVIATION UNITS

Regiment CO Describes Training

Moscow KRASNAYA ZVEZDA in Russian 17 May 79 p 2

[Text] Guards Lt Col P. Nikolayev, Air Regiment Commander--The squadron was returning to the airfield following a combat training flight. The pilots maneuvered precisely in their landing approach and confidently landed the warplanes. The airplane piloted by Guards Lieutenant N. Chikurov was the last to land. And wouldn't you know it: The last plane had to spoil a perfect record. Chikurov leveled off too high, and as a result his touchdown was rough. An accident could have occurred.

The pilot's low proficiency, his weak training turned out to be the cause. Moreover it was found that Chikurov was not the only one to distribute his attention incorrectly during landing; some other young pilots also had the same problem. This was the conclusion reached by experienced, respected specialists who thoroughly analyzed all of the circumstances of the incident. This meant that the roots of the incident lay not in chance but in shortcomings in the pilot training procedures. And mainly in insufficiently deep analysis of so-called "minor" deviations in piloting.

We discussed the problems of improving the procedures at an executive meeting with a consideration for this fact. Then the unit's teaching methods council wrote up recommendations to instructors on predicting and preventing typical errors made by young airmen as they landed. Supplementary lessons on aerodynamics were conducted for the pilots, and paired test sorties were flown.

Experience persuasively demonstrates how important it is to prevent all sorts of shortcomings in airman training in time, to prepare and operate the equipment correctly, and to comply strictly with the requirements of documents regulating flight service. It is only with such an approach that we can insure flight safety. Foresight and prevention play the decisive role here. And I do not think I would be wrong in saying that it is precisely this that has helped our collective to operate without flying accidents for many years.

Our Guards air regiment has held on to the outstanding title for several years in a row. In the last winter training period the personnel successfully satisfied their pledges in a socialist competition for new summits in mastery of modern equipment and weapons. Ninety-five percent of our pilots are now specialists 1st and 2d class. Many soldiers of the air engineering service are now masters of piloting. Owing to their greater proficiency in the air, the combat readiness of the subunit and of the unit as a whole has grown.

What has helped us to complete our combat training missions well and to insure accident-free flying? First of all there is the exactingness toward everything pertaining to organization of training and indoctrination. It is on this, we can say most important direction that the efforts of the commander and staff and of party and Komsomol active members are concentrated in their work with people. Take as an example the planning put into the assignments, and the discipline and organization displayed in the course of flying. These factors are closely interrelated. And when all units of the military organization work efficiently, in coordination with one another, we witness no disheartening let-downs. But this is not always the case.

I remember a time when two pilots of one of the squadrons came to the airfield late. As a result the weather reconnaissance was performed late. As a result the time allocated to preflight briefing had to be cut short. In a word, the resulting haste could have led to undesirable consequences. What was the reason behind all of this? It turned out that Guards Major V. Dmitrenko, the squadron commander, failed to make all pilots aware of the take-off sequence the day before. He was unable to do so because he spent too much time writing up the planning table.

It was not especially difficult to reveal and correct this shortcoming. The deficiencies were obvious. Nevertheless we did not limit ourselves to just a critique of the incident. We checked out the flying assignment planning practices in all of the subunits. Comrade Dmitrenko was also asked to make a statement to the regiment's teaching methods council. This helped to raise the responsibility the squadron commanders displayed in planning their flight training, and to make flight commanders more a part of this work.

We know how great the flight leader's role is in improving the aerial skills of the airmen. Controlling the movement of the airplanes, at the same time he analyzes the actions of the crews on the ground and in the air, and he evaluates the quality of the flying assignment. Much depends on his professional skill, his firm will, and his exactingness. We have developed an efficient, practically tested system for work with officers of this category. It is based on the individual approach, on step-by-step training. First the novices train under the observation of experienced flight leaders. Then they perform duty in shifts involving limited flying. It is only after the officer acquires the appropriate habits that he is permitted to control air traffic on his own.

The unit's teaching methods council makes a weighty contribution to the fight for flight safety. We can distinguish three basic directions in its activities: aerial skills, organization of the training process, and organization of air engineering service. Correspondingly there are three sections in the council, which makes it possible to solve the problems of flight training better, to teach young commanders the methods of instruction, to develop their instructor skills, to achieve deeper analysis of shortcomings, and to introduce everything new and progressive faster.

As an example it was decided to allow the pilot himself to generalize the experience of preparing a missile carrier for a routine flight in the interests of combat readiness. The teaching methods council came up with the necessary recommendations, which briefly and comprehensibly presented the order of this complex, critical operation in a particular sequence. It was not long before the pilots knew what to do.

During one of the tactical flying exercises in which groups of fighters landed at a field airstrip and were immediately ordered to take off for another training mission, the pilots prepared their airplanes for take-off independently, and they successfully completed their assignment at the practice range. Officers V. Perepelitsa, E. Gasanov, A. Tikhonov, I. Pribytkov, V. Griga, and others displayed high tactical skill. Even young airmen did outstanding work. During preparation of the airplanes and in the air they acted like real soldiers, on par with experienced aerial warriors.

In this connection we cannot agree with the opinion of some senior comrades who believe that only recent school graduates create situations setting the stage for flying accidents. I believe that the fault lies not with youth (we know of cases in which top-class pilots have been guilty of accidents due to overconfidence or carelessness) but rather with omissions in the training methods. Sometimes they are not deeply thought out; it also happens that too little time is devoted to preflight preparations or excessively long interruptions in flight training are allowed to occur. We try to prevent such shortcomings. We appoint the most experienced officers as instructors for new lieutenants. We even appoint the best specialists to take care of the airplanes flown by junior officers.

Organizing the training, we devote constant attention to strict compliance with the preflight schedule by the airmen. Once again the party organization relied upon a knowledge of the people and on training. Displays with titles such as "The Guards Chronicle of Our Fathers," "The Sons Carry on the Traditions," and "Confidence in Equipment--Our Strength" are regularly set up in the unit under the initiative of active party members on down days and in times of flying. Morning discussions and evening meetings are held on particular topics. Such measures help to unify the collective, strengthen discipline, and infuse the people with a sense of personal responsibility for completing the flight training plans without accidents and near-accidents.

However, we still have much to do to achieve an integrated approach to organizing all soldier training, particularly to enhance the collective's educational function, as is required in the CC CPSU decree "On Further Improvement of Ideological and Political Education Work."

Now that summer flight training is beginning, we are applying effort to see that the socialist competition for attainment of new summits in military proficiency and for further reinforcement of combat readiness would assume broad scope in its first days.

Methods of Improving Training Described

Moscow KRASNAYA ZVEZDA in Russian 18 May 79 p 1

[Text] Capt A. Manushkin, Order of Lenin Transbaykal Military District-- On receiving the assignment to destroy the "enemy" command post Senior Lieutenant S. Ignat'yev at first demonstrated tactical competence. He expertly crossed the "front line" and flew through the air defenses, and he reached the designated region on time. During his target approach Ignat'yev altered his dive angle insignificantly. As a result the bombs missed the target.

The causes behind the errors were revealed by a deep, thorough analysis of data recorded by monitoring apparatus and of the actions taken by the pilot in all stages of the exercise and in his preflight preparations at the squadron. It turned out that the officer was not fully conscientious in his preparations for flight, that he had placed his reliance on previous experience, on his knowledge of the target situation and the tactical background. But changes in the situation made by the flight leader at the practice range required the pilot to maneuver especially carefully. Ignat'yev found himself unprepared to make the appropriate corrections in his flight calculations.

This incident was a serious warning that the preflight control system in the regiment had to be reevaluated. The commander, staff officers, and members of the party committee and the teaching methods council of the regiment came up with an entire complex of joint measures aimed at improving pilot education and at upgrading the quality of preflight preparations. This desire the communist executives had for solving the problem in an integrated manner was dictated by the requirements of the CC CPSU decree "On Further Improvement of Ideological and Political Education Work," analysis of which revealed many new directions to be followed in the activities of the unit's party committee and teaching methods council.

Using the experience of the best air warriors-- officers V. Novikov, Yu. Peremyshlin, and V. Krasnikov--and the results of analyzing typical errors made by young pilots as their basis, the members of the teaching methods council developed recommendations for improving preflight preparations, the control system, and the methods for organizing mutual assistance.

The documents were substantially studied once again in each squadron and in each flight, and the conditions and parameters of different maneuvers and the order of their execution were studied more deeply. Now pilots begin their preparations for flight with schematic representation of the forthcoming exercise in special notebooks. Training in the airplane cockpit is now performed more meticulously with all of the actions being practiced completely. The squadron and flight commanders and members of the teaching methods council strictly monitor the quality with which recommendations are satisfied, permitting no laxity or simplifications. There has been much benefit from intensifying lessons in trainers completely simulating unusual cases in flight.

Whenever a pilot made an error in a maneuver, the instructor not only pointed it out precisely but also thoroughly explained and practically demonstrated how to act better and more precisely. Trainer "flights" were repeated as many times as required to completely assimilate and reinforce each type of maneuver.

Owing to promptly taken steps the quality of combat flying increased noticeably. This was confirmed by the first flights in the summer training period. As an example Senior Lieutenant O. Drannikov, who was paired with flight commander Military Pilot 1st Class Captain V. Rossoshanskiy, completed his firing exercise with an excellent grade. The pair of fighter-bombers hugged the ground, arrived dead on the "enemy's" launching site, and annihilated the launchers with accurate missile strikes and gunfire.

During the critique the commander laid emphasis on the ability displayed by the pilots for confusing the "enemy" by means of unexpected tactics. This helped Rossoshanskiy and Drannikov to successfully penetrate the air defense system and escape pursuing interceptors. They also acted proficiently over the practice range. Maneuvering almost constantly, the fighter bombers reached the assigned area without being spotted, and they attacked the target from a chandelle. Accurately maintained maneuver parameters and performance of the strike at the first approach meant that the pair spent minimum time over the target.

Tactical maturity and the ability to act unpredictably to the enemy are qualities that are reinforced through daily lessons and supplementary training. Training sessions in the airplane cockpit as well as the "walk-through" flight training method produce considerable benefit, making it possible to thoroughly check the officer's readiness for flight and determine how effectively he has assimilated the experience and recommendations of his senior comrades. As rule the most experienced instructors subject the officers to deep testing. They record the slightest inaccuracies both in the air and on the ground with the help of objective monitoring methods, and they thoroughly analyze the actions of the examinees.

Such monitoring, performed at many levels, was found to be extremely effective, making it possible to eliminate shortcomings in piloting techniques in

short time. Senior lieutenants S. Ignat'yev, A. Buzivskiy, N. Zingachev, and other pilots are demonstrating greater proficiency. They approach targets competently, employing complex maneuvers, and they strike and destroy them with the first attack. This confirms the correctness of the course taken by the regiment in its fight for further improvement of flight skills.

Maintenance Procedures Described

Moscow KRASNAYA ZVEZDA in Russian 18 May 79 p 2

[Text] Lt Col O. Popov--The assignment was completed successfully in the air, and pilot Senior Lieutenant S. Papayev wrote the following in his fighter preparation log after taxiing to the parking pad following his touchdown: "No remarks." On leaving the airplane, however, he voiced the afterthought:

"The oil temperature is within normal limits but it does seem high..."

Dropped in passing, these words nevertheless made the airplane technician suspicious. Lieutenant Technical Service V. Sirotinin tested the engine. Judging from the instrument readings there were no deviations. The engine worked stably in all modes.

The technician checked the oil consumption. The oil level was right at the top. He approached Major Technical Service A. Poletayev. On being told what was going on, he asked Sirotinin's opinion as to the causes of the problem.

"The only thing it could be is that fuel is getting into the oil tank and diluting the oil," the lieutenant answered.

Soon the results of a laboratory analysis confirmed this conclusion. It was found that the seals on one of the machine units were leaking. The problem was eliminated.

Officer Sirotinin has been working a little more than 2 years in the regiment since his graduation from school. He has become a military technician 1st class. "An officer with creative blood," he is called with respect by the squadron engineer. A network schedule for servicing aviation equipment was introduced into the subunit on Communist Sirotinin's suggestion. This schedule is based on a flight planning table, and it tells which maintenance group is to work on which fighter. The job times are stated with a precision in the minutes. As a result the rate at which the aviation equipment is prepared for flight has been doubled. The quality with which it is serviced has also improved.

Other efficiency proposals developed by Officer Sirotinin have also been introduced into the squadron. Specialists use a screwdriver designed by

him to suspend unguided missile blocks beneath the airplanes; this screw-driver has reduced the time for this operation by 30 percent. Vladimir Yur'yevich also adapted a special cart to replace wheels on the fuselage (this operation previously had to be performed manually), outfitting it with mechanisms and instruments making it possible not only to perform the installation operations but also fill the tires with compressed air. The result was a time savings of 40 percent.

At the beginning of the training year the officer determined how much time it would take to thoroughly assimilate particular topics in associated specialities. These plans were also reflected in Vladimir Yur'yevich's personal socialist pledges. He is an enthusiastic participant of the technical circle. He takes an active part in special quizzes, and in question-and-answer evenings held regularly in the regiment. Working on a party assignment, recently the officer shared his experience in preparing a fighter for flight with young specialists. The discussion was interesting and instructive. "The main thing is to work systematically," Sirotinin emphasized in conclusion. "And if there is even the slightest doubt in any thing, it would be better to check things out twice and three times. You must become firmly convinced that you have done everything to insure flight safety."

Through his responsible attitude toward work, Lieutenant Technical Service Sirotinin has earned the respect of his fellow servicemen.

Control of Fighter-Interceptors Discussed

Moscow KRASNAYA ZVEZDA in Russian 24 May 79 p 2

[Text] Col A. Korobov, Red Banner Baku Antiaircraft District--The air situation in the tactical flying exercise became dramatically more complex. "Enemy" airplanes were attacking the covered facilities simultaneously from different altitudes and directions. However, despite the greater tension, the command post crew acted efficiently and confidently, making competent use of the advantages offered by the ASU (automated control system).

The requirements of radio conversation discipline were complied with strictly. To put it more simply, radio silence was maintained even when several interceptors had to be guided to several targets. The fighter-interceptors received their commands on time and without interruption. Use of a microphone to transmit commands in such a situation would have threatened the success of guidance: It could saturate the airwaves to the limit and consequently cause overlap of instructions, distortion of commands, and so on.

However, now that target data are transmitted to the pilot's instruments automatically in finished form, all the pilot need do is react quickly and accurately to these unspoken commands. Take as an example the group led by military pilot-sniper Major Yu. Artamonov, which managed to successfully intercept an "enemy" airplane at the required point in a maximally complex

aerial situation. The "enemy" continued to commit new groups to the battle. Finally, chasing the last one off, Major V. Gerasimov reported a successful rocket launch in the last attack.

The "enemy" suffered considerable "losses" in his raid on the covered objectives. Evidence of this could be found in the objective monitoring data. Preparing to critique the actions of the crews in the air, the flight leaders and squadron commanders meticulously analyzed these data and tried to find the causes of even the slightest tactical errors and mistakes so as to eliminate them in preparations for subsequent flights.

This information is also collected by the chief of the regimental command post, Senior Lieutenant S. Kondrashov. He regularly analyzes each of the flights with his subordinates, believing this to be one of the most important forms of training. Moreover the combat training afforded to officers of all combat control posts in this unit is methodologically competent, and it is conducted regularly and purposefully. The commander and the regimental staff validly believe this to be a guarantee of successful completion of training missions no matter what the tactical complexity. After all, no matter how skillful a pilot is, if the person guiding his missile carrier to the target--the command post officer--is not fully trained in modern control techniques and modern guidance methods, interception may not occur or it might occur in the wrong place.

It is not easy to master the technique. The students must not only have a good general education, but they must also possess the appropriate psychological predisposition. The latter requires extensive explanation of what is happening.

The CC CPSU decree "On Further Improvement of Ideological and Political Education Work" emphasizes the importance of accelerating scientific-technical progress, introducing the achievements of science and technology, and raising the effectiveness and quality of the work. Visiting this regiment frequently on official business, I am able to see how much attention is devoted to technical propaganda, to introducing the best experience in assimilating complex forms of armament and combat control, and to seeking new training methods. First of all the training afforded to command post officers is efficiently planned. The high level of the lessons and training sessions, and the quality and rhythmicity with which they are conducted are insured by dependable surveillance maintained by the unit commander and staff.

Special attention is devoted to breaking in young combat control officers. A network schedule of practical apprenticeship and of practice exercises prior to admission to independent work and before going on to the next exercise is compiled for each beginning guidance officer and landing control officer. The schedule is complied with unfailingly. As a rule the most experienced and best trained commanders, specialists, and officers in the higher staff lead such lessons.

The unit's best teachers teach the command post chiefs the ways to train and indoctrinate young officers on an individual basis. Senior Lieutenant S. Kondrashov took charge of the unit command post relatively recently. But he has managed to master the best technique with the help of his senior comrades.

Here is an example. Following the first exercises with young officers using the ASU apparatus, the command post chief became certain that lieutenants A. Ryzhkin and A. Vorob'yev were perceiving the explanations of what they had to do in entirely different ways. The former grasps the information on the wing, so to speak, and is able to grasp problems in electronics well on his own. The latter is slow. To him, the apparatus is too complex, as is the intercept procedure. Turning on the station in the "training" mode, the command post chief works separately with each of these young officers. He appointed Lieutenant A. Ryzhkin as his helper in his work with Lieutenant Vorob'yev, since all he needed was a short briefing and subsequent monitoring of his independent actions.

Working with Vorob'yev, the chief also utilized apparatus that graphically reproduced the entire intercept process. Of course the dynamics of the forthcoming exercise had to be explained in detail, corrections had to be made in the course of the training session, inputs aimed at testing the suitability and swiftness of thinking had to be introduced, and the entire order of actions with the apparatus had to be repeated several times. This approach made it possible to equalize the training levels of the lieutenants quickly. Now each of them is permitted to perform the most critical tasks.

Guidance officers improve their knowledge and skills in the unit during preliminary preparations for flight support, in tactical exercises and training sessions, and during guidance critiques, in which objective monitoring data are analyzed together with the pilots.

Much attention is generally given in the regiment to joint training of combat control officers and the flying personnel, this being viewed as methodologically expedient. Combined 4-hour lessons on the tactics of modern air battle and on interaction between the guidance control post and crews, especially in the presence of intensive jamming, various limitations of radio exchange, and use of automated control systems, have already been introduced into the training system. Joint lessons and training sessions improve the tactical skills of both command post officers and pilots, and they improve mutual understanding between them in the course of flying.

The methods of interaction between the command post and the guidance control post, the specialists of which had participated in joint exercises to practice their procedures the day before, proved their worth in a recent tactical flying exercise in the presence of intensive jamming.

A broadly evolved socialist competition is helping in many ways to improve the occupational skills of combat control officers and their ability to make

the most profitable use of modern equipment. To make the competition more effective, command post communists suggested introducing intermediate goals. And so the summer combat training period has been subdivided into specific stages in the unit depending on the missions of the regiment. This is being done with the goal of improving control over satisfaction of socialist pledges.

The command post's party organization is constantly concerned about providing broad publicity to and promptly introducing the best experience into the practice of all specialists.

Commands transmitted aboard a fighter interceptor with the help of the automated system are stated extremely briefly. Such a command is sometimes limited to just a number indicated by an arrow on an instrument. But this is a combat order. It is the focus of a commander's will, the skill and accuracy of command post specialists, and their high responsibility for protecting the fatherland's air borders.

Command Training of Warrant Officers

Moscow KRSNAYA ZVEZDA in Russian 1 Jun 79 p 2

[Text] Lt Col V. Shevchenko-- "Dear Editor!

"I have been an aviation mechanic for many years, I am experienced, and I know my job well. A year and a half ago I was offered a higher post--squadron sergeant-major. And although I knew that it would not be an easy job--I had little experience in indoctrination--I nevertheless decided to take it. Even my senior comrades approved my decision and promised to help me.

"But I failed to justify the hopes of my superiors. I was never able to find the correct approaches to the soldiers, especially to those with difficult characters. I also failed because I never got the help promised to me by my senior comrades when they appointed me to the post. Reprimands, however, they were generous with, even in the presence of my subordinates. Frankly speaking, after this I lost heart.

"In the end I was relieved of my post as incompetent. Once again I am an aviation mechanic. But my disappointment at being relieved of my sergeant-major post still persists."

Warrant Officer
P. Sukovatyy

The squadron commanded by Major M. Sandalyuk is well known for its skillful combat crews. The pilots of this subunit are able to handle all complex training missions. The airmen have taken first places in many competitions,

and they have earned the glorious outstanding title for their squadron. However, the collective's successes have been blackened many times by disciplinary violations by certain soldiers. This is true in spite of the fact that there are many experienced officers in the squadron in addition to the commander, his deputies, and the chief of staff--the flight commanders and the chiefs of the maintenance groups. The subunit also has its party and Komsomol organizations.

But many officers have shied away from subordinate indoctrination, feeling that their main job is flying and that maintenance of order among first-term servicemen is the job of master sergeants and sergeants. How otherwise could they make junior commanders more useful, they ask. True, this is one way to enlarge their role, but it is possible only on the condition that the junior commanders have sufficient experience in maintaining discipline, if they have deep knowledge of military pedagogics and psychology, and if their efforts are competently guided by senior supervisors. Incidentally as we know, no matter what the situation the latter still maintain responsibility for military discipline.

We can see from the letter that this has been forgotten in this squadron. Warrant Officer P. Sukovatyy was appointed to the post of sergeant-major. He is a competent specialist, but he was unprepared as a junior commander, having no experience in working with people. True, experience does come with time. But only if the individual is taught, if he is corrected patiently, and if his initiative is supported. This is what was promised to the warrant officer. However, he was left to fend for himself. He made significant errors in personnel indoctrination, which naturally lost him respect among the personnel. He tried to go by the book: No violations by his subordinates should have passed without a response, but the squadron commander not only failed to support his helper in this but even did the reverse at times.

Once Private Kh. Gadzhiyev was sentenced by the sergeant-major to an extra detail for a violation. But the soldier never served his deserved punishment: He was relieved from the work by the subunit commander on the excuse that a vehicle needed emergency repairs. He was deemed to be irreplaceable in this matter. Seeing that he was going to get privileged treatment, Gadzhiyev never again responded to the sergeant-major's demands. The same thing happened with Private A. Zakhanevich, who was punished after going AWOL. Still, 2 months after the incident the squadron commander rewarded him with a short leave for being a competent specialist.

It would seem that the regiment's senior chiefs should not have ignored such incidents in the squadron. Strange as it may seem, however, some of them also rewarded disciplinary violators. As an example Private T. Arsenimov had his problems with discipline. But he did manage to secure two leaves, including a pass for a home visit. He received these rewards from the unit's former chief of staff, Lieutenant Colonel N. Budnikov, for excellent driving of the official vehicle assigned to Budnikov. And yet the sergeant-major had reported the soldier's violations to Lieutenant Colonel Budnikov.

Such distortions in disciplinary practice by senior chiefs placed the sergeant-major in a helpless position. Losing confidence in his capabilities, he left matters to chance, and he began to care little about his responsibilities. He stopped his efforts at maintaining order, he stopped punishing subordinates, and he himself began to commit disciplinary violations.

Warrant Officer P. Sukovatyy was relieved of his post as sergeant-major. He was replaced by Warrant Officer S. Yavorskiy. However, as we would have expected, this replacement did not produce the desired results. As before, cases of gross violations of military discipline continued to occur. Although the new sergeant-major was more experienced and exacting, it was clear to everyone that no one can solve all of the problems of military discipline alone. What is needed is the coordinated efforts of all commanders, of all party and Komsomol activists.

Executives of the unit's staff party organization know that personnel indoctrination is poor in the subunits, that the exactingness of commanders was weak, and that an atmosphere of intolerance of military discipline violators had not been created. They know all of this, but they do not react to it in any way. They obviously also feel that they can solve all problems of military discipline by replacing one junior commander by another. Is it not time for them to reach different conclusions, and to finally take effective, energetic steps to establish strict order in the squadron?

Helicopter Gunship Squadron Training

Moscow KRANSAYA ZVEZDA in Russian 3 Jun 79 p 1

[Text] Maj E. Belyayev, Red Banner Turkestan Military District--The helicopter crew commanders reported their readiness for take-off one after the other. The first to take off was the craft of the squadron commander, Lieutenant Colonel V. Tyazhev. Following their take-off, the other helicopters also climbed and took their places in the column of flight. Sitting in the command helicopter, I could see Captain S. Yel'tsov's flight through the porthole. The helicopters were holding to their positions precisely.

When the helicopter initiated an antiaircraft maneuver and descended to capitalize upon folds in the terrain, everything in the cab became dark: Green hillsides covered the entire field of vision from portholes on the right and left.

The day was hot, and so was the mission given to the airmen. This was the third sortie of the mission. An hour ago the helicopters were softening the "enemy's" forward edge of defense. The unit commander held a critique right then and there, between sorties.

Then the pilots once again grouped themselves into their flights, walked through the tactics they were to use in the forthcoming battle with a consideration for the commander's remarks, and went their ways for some rest. But suddenly a signal rang out:

"To your helicopters!"

Broadcast over the loudspeaker system, this command hurried the pilots to their helicopters.

The squadron commander piloted his helicopter and referred to his map more and more frequently. The most critical moment was approaching--arrival in the area of combat activities with the mission of annihilating the "enemy's" tanks. One more turn, and the battlefield came into view. An avalanche of tanks was advancing. Antiaircraft guns traveled behind them in combat formation.

The G-force pressed down on my shoulders as the helicopters climbed; then in an instant I could feel my body pressing against the safety harness as the helicopters dived. The gunships were rushing toward the ground. In a second or two the antitank guided missiles shot forth from guides mounted on the helicopter, leaving a trail of fire. Turning left, the flights crossed over a ridge in an energetic antiaircraft maneuver. I could see the ground racing swiftly by as the helicopter banked steeply. And once again the attack.

The "enemy" was surprised by the appearance of helicopters from another axis. The attack against the "enemy" tanks was effective: The helicopters operated at minimum range. Moreover the attack was such a surprise that the antiaircraft gunners did not even have time to open fire.

The roar of engines rolled over the fields and forests, and disappeared. Like giant grasshoppers, the helicopters fell silent on the ground. The crews streamed out of them unhurriedly. The pilots gathered in a semicircle about the commander beside the observation tower. A short postflight critique was held. Captain Yel'tsov was pleased: His flight received an excellent grade for the mission and was deemed the best.

A short breathing spell set in. In another 20 minutes or so the heat-cracked desert air was once again pierced by the whine of engines. The helicopters once again charged to where the battle was the hottest.

Bomber Squadron Training

Moscow KRSNAYA ZVEZDA in Russian 5 Jun 79 p 1

[Text] Maj V. Chizhevskiy, Red Banner Precarpathian Military District-- Having demonstrated tactical competence in antiaircraft maneuver, the bomber pilot rushed into attack of the target. The bombs covered the center of the ring. The flight leader could tell from the signature of the actions that this was the crew of the squadron commander, Major I. Varkhotov. Then followed the crews of his subordinates--captains V. Maslov, V. Kovalev, and others. The squadron displayed tactical skill and a sniper's precision in its bombing. Observing the actions of the air warriors, Army General V. Varsavskiy, troop commander of the Red Banner Precarpathian Military District, praised the skill of the subunit's pilots and navigators.

But it was really not that long ago that the squadron enjoyed different results in combat exercises. Some of the crews were imprecise in their bombing. The squadron earned a satisfactory grade for the training year. How were the airmen able to make such a significant step forward in air training within such a relatively short time? First, the qualifications of the air warriors had risen significantly. Second, the approach to solving the problems of air tactical and flight training was changed.

The command, staff, and party organization of the squadron placed their main reliance on effective utilization of training time, and on high-quality work on each mission on the ground and in the air. Now, as an example, lessons on the equipment, tactics, and aerodynamics are tied in more closely with concrete forthcoming assignments. Flights in complex meteorological conditions and with a covered cockpit are planned more meticulously with a consideration for the training level of each pilot and navigator.

During preflight testing and tactical exercises, the commander makes sure through competent exercise inputs that his subordinates have deeply analyzed the variants of attack in a certain evolved situation, and that they could arrive at the most advantageous maneuvers for approaching the target. This has had a noticeable effect on the combat activities of the airmen. During their preflight preparations the crews now exchange opinions as to what tactics would be most effective in a concrete situation, and they are now working together on the problems of interaction.

Rivalry among airmen has risen noticeably in the subunit, and their activity in the competition for high-quality completion of every exercise on the ground and in the air has increased. This has been promoted by efficient generalization and dissemination of the best experience. In particular, the veteran airmen have gleaned many useful things for themselves from the preflight preparations made by master of combat Major D. Maglysh. The squadron party organization made sure that his experience would be introduced in time. Another effective form of experience exchange, in which the crew receiving the highest score for its actions above the "battlefield" tells other crews about its method of attack and its fighting and bombing techniques immediately after landing, has also been found to be effective.

Flight commanders experienced many difficulties in preparing young pilots for combat flying in complex meteorological conditions. But then an additional trainer was manufactured by some of the experts under the guidance Major I. Varkhotov and Senior Lieutenant Technical Service V. Zhurbenko. It was found to be useful not only by the young pilots but also the relatively experienced ones. Thus Captain O. Volobuyev, who trained with Major V. Polyakov, managed to advance his class rating in short time.

Meticulous, daily work by the commanders and the party organization produced hopeful results: This squadron took first place in the competition and earned the best subunit title in the unit. The high intensity of the flying in summer is forcing the airmen to persistently continue their search for new reserves of growth in the effectiveness and quality of their aerial skill.

Flight Crew Parachute Training Described

Moscow KRASNAYA ZVEZDA in Russian 14 Jun 79 p 2

[Text] Lt Col G. Sukhanov, Chief, Aviation Parachute Training, Group of Soviet Forces in Germany--Every crewmember put on his parachute in the cabin of the warplane. The possibility that a situation may arise in which emergency egress and a parachute jump would be the sole means of saving one's life is not excluded.

Airmen get the skills they need in the event of forced abandonment of an airplane in parachute training. As a rule it includes theoretical lessons, practice with catapult trainers, and exercises at parachute training camps. But actual parachute jumps of course produce the greatest impact. They develop decisiveness and self-control, as well as boldness and resourcefulness. The more training jumps an air warrior makes, the more confidently and efficiently he will act in a real critical situation.

It is as natural for air warriors to know their rescue resources and always be ready to utilize them decisively and competently as it is to fly. PDS (Parachute Service) chiefs as well as instructor parachutists teach the personnel the techniques of parachute jumps and organize such jumps in the air regiment. Captains A. Shevtsov, N. Krasil'shchikov, and A. Vrovko have proven themselves to be good organizers of such training in the Group of Soviet Forces in Germany. All three are USSR masters of sports. Each of them has been credited with more than 2,000 jumps.

However, the enthusiasm of instructors is not enough that all pilots will participate regularly in training jumps. Whether they do or not depends in many ways on the attitude air commanders exhibit towards parachute training. Thus because Lieutenant Colonel Ye. Bychkov, a squadron commander, personally leads his subunit to the place of the preliminary lessons, serves as an example of competent actions with the training apparatus to his subordinates, and then is the first to jump, naturally all of the squadron personnel always follow the example of their commander. Yevgeniy Bychkov earned his "Outstanding Parachutist" badge as a lieutenant. It is no surprise that there are more sportsmen-parachutists in his squadron than in the other subunits.

Unfortunately such a respectful attitude toward parachute training is not typical of all executive officers. Some commanders regularly skip emergency egress training and fail to visit the parachute training camp or use the trainers with the excuse that they are busy with "more important matters." Moreover they even place obstacles in the way of subordinates desiring to participate in parachute jumps. Such is the case, for example, with Lieutenant Colonel A. Gaponenok. It has been a long time since the pilots of his squadron have made training jumps with a parachute. What consequences does this harbor?

It has been noted, for example, that following a 2 or 3 month interruption in training in the skills of forced abandonment of an airplane, the airman

is practically unable to satisfy the established standards. A pilot must make parachute jumps systematically throughout the year. Significant interruptions weaken his will and the firmness of his habits. Naturally this must not be permitted to happen. The unit commander, staff officers, and the chief of the unit parachute service must show concern for this need.

In reality, however, the winter training period has passed, and the summer training has begun, but pilots in some of the subunits of the unit in which Officer V. Biryukov serves have not even made a single training jump. "We'll catch up later," I was assured by the officer responsible for organizing parachute training in the subunits. Thus he was repeating the error of the previous year, in which the training level of the pilots was raised to where it should be only in the final stage of training. And yet executives know that seasonality is as impermissible in this as is stereotypy and simplification. Even the wearing of the winter uniform may become a cause of mistakes in the actions of abandoning an airplane and controlling a parachute. We must also consider that the unique features of the weather conditions and the condition of the underlying surface in the landing places. After all, airmen must fly year-round, in all weather conditions, day and night. And parachute training must be subordinated to a single goal--teaching the personnel what they must know in flights under such conditions.

Instructor training in abandonment of an airplane in clouds was organized recently for instructor parachutists in the Group of Soviet Forces in Germany. Now airmen in the squadron will obtain the appropriate training.

The situation must be made gradually more complex as the personnel make their parachute jumps. In particular, they must be taught to land in a small area surrounded by obstacles, and subsequent search and rescue of parachutists must be organized. A well thought out plan for conducting such training sessions was written up by Captain A. Shevtsov. He relied heavily in his work on instructor parachutists that were well trained in teaching techniques, and it is with their help that he organizes lessons for the personnel. Shevtsov's experience is now being introduced into the other units.

It stands to reason that parachute jumps must be preceded by meticulous ground training. The goal of the latter is to help pilots acquire an excellent knowledge of the rescue resources, develop consciously automatic actions, gain confidence in a favorable outcome for any maximally complex situations, and develop the corresponding psychological predisposition. The quality of such training depends in many ways on a training material base supplied with modern equipment. Reasonably good classrooms have been created in a number of subunits for parachute rescue training. Unfortunately, however, a model parachute camp has not been set up as yet for air units of the Group of Soviet Forces in Germany. In my opinion we must channel the efforts of the efficiency experts at manufacturing special trampolines, suspension towers, and other training devices.

We also need to maintain existing apparatus adequately. It is no secret that some of the trainers simulating operation of airplane catapult chairs are in poor condition. As an example, what could Captain N. Gavshin possibly have hoped for in the lessons he recently held for airmen with a malfunctioning trainer? Of course, the payoff from such a lesson was extremely small.

The effectiveness of lessons on rescue resources is also decreased by shortcomings in the methods used in the lessons. It used to be in our group that for a long time pilots limited their work with a modern trainer to just practicing the habits of abandoning the airplane cockpit. But the equipment can meanwhile support training in relation to an entire complex of elements in parachute training. We still often encounter cases in which instructors conduct lessons impromptu, without preparation, using obsolete lesson plans, and where training sessions are organized in a simplified situation.

Once I became interested in the work of one of the unit's teaching methods council's sections dealing with the problems of moral-psychological training for the personnel. What did I find? The problems of improving the volitional characteristics of the pilots and insuring flight safety have been discussed many times here. But practical steps to improve the methods by which parachute jumping is taught to the airmen have never been made. It was not even felt necessary to include the chief of the regimental parachute service in the teaching methods council.

We can also easily suspect a careless attitude toward parachute training in cases where an inexperienced pilot is appointed chief of the unit parachute service. Thought is given only to finding someone for the post, and it seems as if nobody is concerned whether or not the appointee has the knowledge, the habits, or the organizational capabilities required of such important work.

Parachute training is an inseparable part of the flight training of the airmen, and of all of their combat training. This is why attention toward it is always justified.

Award of Sniper Rating Discussed

Reference: KRSNAYA ZVEZDA in Russian 16 Jun 79 p 2

[Text] Col A. Sorokin--Air warriors with the top qualifications--military pilot-snipers and military navigator-snipers--are pridefully called our aces in the air units. This was the label attached during the war years to those who enjoyed the largest number of victories in the sky and who could be sent at any time on the most difficult assignment with full certainty of success. But what about the snipers, the aces of our training battles?

Once recently a general visited the fighter regiment commanded until recently by Colonel L. Bluzach during flight training and introduced the following

surprise input: Immediately annihilate an "enemy" launcher discovered in the mountains. The commanders analyzed the situation: The terrain consisted of forested mountains, visibility was limited, and the cloud ceiling was low. The target area was dependably covered by antiaircraft resources. And it had been a long time since the pilots had flown over the training range, having been busy with practicing group air battles. This was understandable, since they were fighter airplanes. But now who was to be sent on this assignment?

There was not time for leisurely thinking: Time was acutely lacking! All hopes had to be laid on the snipers. Thus the commander launched the flight commanded by Captain Yu. Temnikov. He and the leader of the second pair, Officer V. Kolomiyets, are pilots with the top qualifications. Taking cover in the mountainous topography, they reached the target area. Attacking it from different directions, the fighters showered a rain of rockets on the practice target. All pilots earned an outstanding score in their target strikes. But the results enjoyed by the snipers turned out to be the best.

Officer V. Kolomiyets even set a record of the number of hits on a small target: Out of the entire series of rockets, more than 60 percent were direct hits. "That's the way to win a war!" said the general, issuing awards to the pilot-snipers.

Here is evidence of the combat proficiency of the navigator-snipers: Visiting strategic aviation headquarters, I was shown a photograph in which a large crater was located between two corner reflectors. Inspector-navigator Colonel A. Ivlev explained:

"Were you to mentally draw a line between these reflectors, you would come up with a representation of a rail bridge across a large river. Do you see where the center of the crater is? It is precisely on this line. This was the work of the sniper crew headed by Captain Kovrizhkin. The navigator was Captain Vorob'yev. The rocket was launched at night from stratospheric range."

Aleksandr Ivanovich stated the precise range. I did not believe him at first. The former navigator, who has possessed the sniper title himself for a long time, smiled, prideful of the success of his fellow-navigator. I later recollected a recent occurrence: Instead of sending out three top-class crews needed to annihilate a military objective, the commander sent out only one. One crew, but it was a sniper crew: It has been demonstrated many times that this is more effective and, naturally, more economical.

Aerial snipers enjoy great respect. The motto of their competition is "Every missile, bomb, and rocket on target!" In answer to my question as to whether or not snipers do fail, Lieutenant General of Aviation V. Pan'kin, air commander of the Far East Military District, responded:

"The results of using snipers in combat are extremely stable. Not a single sniper (of which we have a dozen or so) has ever set the stage for a flying accident. They have honed their piloting technique to an art."

But problems do exist. One of the pressing ones is how to maintain the respect enjoyed by the snipers, the primary wings of the air regiments. A race for quantity had recently become the trend in this matter. Visiting Air Force Main Headquarters, I was shown a long list of pretenders to the lofty title, submitted by unit commanders and staffs. To put it more accurately, this was actually the list of persons whom the air force command had rejected as candidates for the sniper title.

No matter what the reader may think, not everyone has the capacity for gaining the top qualifications. Far from average flight capabilities are required. But it is said that even that is not enough. Consistently high results require solid experience. But the list I was shown contained a rather large number of individuals having a modest total combat flying time. Moreover, for example, how could Captain L. Kurenkov expect to be awarded the title if it had only been a year since he received his 1st class qualifications? Of course, such airmen did not make it through the selection "filter." The problem, however, is that they were recommended nonetheless.

Another tendency can also be observed. Some units submit applications in relation to which it is easy to surmise acquisition of certain privileges as the reason for pursuit of the top flying qualifications; particular names are submitted only as a means for helping the airmen to attain promotions that had been long in coming. Naturally such candidates have clocked enough air time, but that is all.

The sniper title is not so much an honorary one as it is a title earned by combat, and seniority has absolutely nothing to do with it. Simply look at the war experience: Almost all of our famous pilots of that time became aces at ages of a little more than 20 years.

Of course, the equipment is now different. Time is needed to master it. But 1967 is an example Lieutenant Vladimir Orlov, who mastered his missile carrier in short time and managed to down a fighter in one of his first combat sorties; when asked whether he dreamed of becoming a sniper, he shrugged his shoulders helplessly: "Really, now! Are you joking? Ask me in about 40 years or so...."

Why did he feel this way? Probably from what he has observed around himself. There are precedents of another aspect as well, however. The same Yuriy Temnikov I talked about at the beginning of the article (he was recently promoted to major) became a sniper when 26 years old. Some time ago, however, congratulating his commander, Major V. Stolyarov on receiving the sniper badge on his 40th Birthday, Lieutenant Temnikov exclaimed with a sigh, "My sniper title is as far away as the stars!" But it was only a little more 6 years after graduating from pilot school that he acquired the sniper title. Of this time, he spent 3 years polishing his skills after maintaining his 1st class rating. This time span appears quite optimum for a capable purposeful pilot. And yet the lieutenant we discussed just before this was certain that this was an exception, and not the rule.

But no matter what anyone thinks, many do earn the treasured title. This raises another problem: What next? It would seem that once the title is earned, unlimited possibilities open up for improving tactical proficiency. Create, think, test out! Alas, however, this is not always true. We often find that snipers simply retread the old roads *ad infinitum*. Is this not a paradox? When a 1st class pilot prepares for the examinations for the sniper title, the complexity of the flight program is high. But on earning the title he simply confirms his 1st class rating from one year to the next. Is he stimulated to grow as an air warrior? The conclusion is not difficult to make.

Pilot-snipers are loaded down with instruction work in the units. That a specialist with the highest qualifications should be an instructor is treated as a foregone conclusion! But here is my question: Who is to teach the sniper? The student himself must be ready for the teacher. For example, a professor does not teach in primary school. In the units, however, we often see snipers "ironing the air," from one day to the next, flying circles above the airfield in simple meteorological conditions, "taxiing" recent graduates about. Meanwhile there is no one in the squadron who can demonstrate new combat maneuvers to proficient pilots or test them. Were a sniper to teach top-class pilots, he would have the possibility to always keep himself in form, as sportsmen say.

But what happens in fact? Take as an example the flight log belonging to pilot-sniper Major N. Rashkirtsev: Entire pages are covered with notations indicating instructor flights with young pilots. One is forced to ask whether or not the experience of our top pilots is being utilized sensibly and how such aces are to progress in aerial combat tactics.

Now, incidentally, a little about the word "ace." In its present usage it is a synonym of sniper. We find, however, that it has been introduced in some units of the National Air Defense Forces as a flying rank intermediate between 1st class and sniper. The rank takes its status from the fact that an ace is supposed to perform especially complex missions. Fine, but then what does a sniper do? The answer: The sniper title is an official one, one that is hard to get. Thus we find that an impressive-sounding title has been instituted outside regular channels, and access to it has been maximally simplified. Thus it happens that we have aces who are not 1st class pilots.

There are many other problems in maintaining the respect of the top qualification at its deserved level. Formation and unit commanders, staffs, and political agencies must obviously concern themselves with this. By way of a conclusion, I would like to relate the following episode from the winter training period. Five pilots in the regiment commanded by Lieutenant Colonel I. Orlaty bear the sniper title. Strangely, however, none of the airmen wore the appropriate insignia on their jackets. Ivan Georgiyevich explained:

"They were given their certificates long ago, but the insignias are a problem. Whenever we submit a request to the district's aviation headquarters, we get the same answer: There are no insignias available."

We continued this discussion in the office of the district's aviation commander. All present expressed their amazement: There were more than enough insignias available, someone immediately brought in half a dozen, showed them to us, and immediately sent them to the regiment. Why were these insignias not given together with the certificates, in a solemn situation? Due significance is apparently not attached to this ritual here. For no good reason, unfortunately. The sniper title is awarded by the USSR Minister of Defense, and the chest insignia he instituted attests to attainment of the highest level of combat proficiency by the airmen. And imagine how much attraction this symbol of valor in the air has for young pilots!

Training Shortcomings in Fighter Unit Analyzed

Moscow KRSNAYA ZVEZDA in Russian 22 Jun 79 p 2

[Text] Lt Col N. Grigorchukov, Aviation Senior Inspector-Pilot, Group of Soviet Forces in Germany--Pilot Senior Lieutenant A. Filippov sped out to intercept a target moving fast at high altitude. Everything went fine during the flight until the fighter entered the clouds. After that, Filippov's responses to commands from the ground slowed down, and he could not keep his course even. The target got further and further away, and the senior lieutenant never did manage to attain the range most advantageous for a missile launch. Another pilot finally intercepted the "enemy."

How was Senior Lieutenant Filippov let down; why did he fail? He had lost his ability to pilot an airplane in the clouds. Conclusions just as disturbing could be made that day also in relation to some other pilots in the squadron commanded by Major V. Zaytsev. One had trouble working with his sight at low altitude, and another reacted slowly in a fast-moving air battle. It was obvious that the airmen had slipped in their piloting techniques and combat applications.

What and precisely how were mistakes made in the planning of the combat training? I carefully analyzed the squadron's training schedule. First of all I inspected the schedule of pilot advancement in the training program. Here I found that little thought had been given to the way the schedule was written up. It included exercises which the pilots had already performed many times and which would thus not help the pilots improve their proficiency. That is, the squadron was violating the principle of step-by-step training from the simple to the complex, and supervision over the course of combat training was weak. As a result some airmen plowed the air around the airfield with little challenge.

A deeper inspection revealed that, for example, Captain V. Sirenko had progressed to the point where he should have begun working on interception

of targets in complex meteorological conditions. But someone suddenly began planning simple assignments for him. Can we possibly be amazed that he slowly lost his ability to maneuver in battle?

Strange as it may seem, this is a fact. And this fact elicits even greater amazement when we consider that Captain Sirenko is a flight commander, who is supposed to participate in the planning of flying assignments. He, however, never involved himself in the planning, as was true incidentally of the other flight commanders. As a result of the planning shortcomings the commander himself and, of course, the pilots subordinated to him fell behind in their training.

One can find in Senior Lieutenant Filippov's flight log that he had completed all of his interception assignments. But we must naturally ask, with what sort of quality? On examining film records of the sight at the moments of trigger activation, I found that some of them were misses. And yet they were all treated as hits.

I also revealed the same for some other officers in the squadron. I soon became persuaded that the causes for the problems were rather obvious: Sometimes the pilots simply forgot to turn on the onboard objective monitoring apparatus, and no one ever reprimanded them for failing to turn it on. Therefore the actions of the crews were often analyzed superficially, intuitively, and mistakes were not noted and corrected in time.

As we know, command flights are a good school of professional and methodological proficiency for airmen. They help mobilize the collective to execute immediate missions and raise the coordination and combat readiness of the flights. But unfortunately the squadron under discussion here exhibits significant failures in this regard. Examining the planning table for command flights, I turned my attention to how many different tasks this subunit tries to complete simultaneously in the air. The table included flights requiring interception of airborne targets at the "ceiling," flights requiring attacks on ground targets, and flights intended to refresh the skills of low-altitude flying following a long interruption in flying. Clearly it is simply impossible to complete such a broad range of tasks within a single flying shift with any sort of quality. This is precisely why the flights do not produce the desired results from the standpoint of improving the methodological and professional proficiency of commanders and instructors.

What do these problems tell us? First, that the approach taken by the squadron commander, his deputies, and active party members to airman training and indoctrination lacks depth and substance, and the plans are not implemented persistently. One is persuaded of this every time the state of affairs in the squadron is compared with the situation in the best subunits.

Take as an example the squadron in which Guards Captain V. Cherenkov is the deputy commander. Organizing the combat training, the communist executives of this collective are able to single out what is most important and

concentrate their efforts on it. They do have their difficulties as well. But their purposefulness, adherence to plans, and consistency in their work help the airmen to successfully complete the combat training plan and satisfy the high pledges they adopted in the competition.

Here is another problem that arose at the beginning of the training year: New pilots arrived at the squadron after the combat training plan had already been basically written up. Moreover the training levels of the different pilots differed. What had to be done in this case? Before making corrections in the plan, the commander and his deputies carefully studied the new pilots and distributed them among the flights such that pilots with the same training level ended up in the same flights. Now each flight commander was able to plan the same exercises for all of his subordinates. This systematized the training process to a certain extent and made it much more organized.

Thus pilots in the flight commanded by Guards Captain P. Portyanov worked on the complex maneuvers of day flying. On the other hand the subordinates of Guards Senior Lieutenant S. Onishchenko flew more at night. They had to be trained to intercept targets in the clouds at various altitudes. The squadron commander devoted special attention to them: He planned the flying assignments together with Onishchenko and flew as an instructor.

This squadron devotes a great deal of attention to making sensible use of training time, which is achieved primarily through competent integration of the training exercises. Thus flights over the practice range are combined with practice in air reconnaissance, and work on in-zone piloting techniques is combined with training in landing approaches using back-up instruments. As a rule the pilots get excellent grades in their assignments, never experiencing near-accidents.

But it would be wrong to assume that everything in this squadron goes as it should. Even it suffers disappointments. The difference lies in the attitude taken towards these failures. Once Guards Senior Lieutenant V. Bazhenov failed to intercept a target at the required point. This incident alarmed everyone. Careful analysis revealed shortcomings in training methods and in the way competition on preflight preparations was organized in the flight.

Everything was done to keep this from happening again. The party bureau, which is headed by Guards Captain I. Kozhukhovskiy, gave audience to a report from Guards Captain Portyanov. Special attention was turned to the way he organized the preparations made by the pilots for flying, and to how much he concerned himself with creating an atmosphere of rivalry in the flight collective. It was recommended to him that he be stricter in evaluating the precision with which his subordinates satisfy the standards; Communist Guards Captain Ye. Alashayev was ordered to write up a special schedule needed by the flight commanders to monitor the preparations made by the pilots for actions in the air.

These and other measures helped to raise the skills of the airmen even higher. During a recent tactical flying exercise the Guards pilots had to operate at night, in borderline weather. They managed to intercept all maneuvering targets as required, and as a rule they hit the targets with their missiles on the first attack.

I tried to make airmen of the squadron commanded by Major V. Zaytsev aware of all of the best that I had seen in this squadron. With the help of officers in the higher staff, they are now studying the best experience more actively. Changes for the better can already be seen. The rhythm of the combat training is now smoother, and mistakes in piloting techniques are rarer. Failures to intercept targets are no longer observed. We can be sure that the airmen will make full use of the possibilities afforded by the summer training period to improve their aerial skills.

Activities in a Flight Support Battalion

Moscow KRASNAYA ZVEZDA in Russian 26 Jun 79 p 1

[Text] Maj Yu. Kovtun, Chief of Staff, Separate Communication and Radar Flight Support Battalion--Our battalion has held on to the outstanding title for the last 2 years. The previous winter training period was also completed with outstanding grades.

However, rather significant shortcomings in the work of certain communication and radar support squads may sometimes be concealed behind the overall outstanding grade earned by the battalion.

Here is a typical example: Prior to the beginning of flying, the crew of a close-range radar station did not turn on its communication channel until requested to do so several times. True, the tardiness of the radarmen did not affect the quality of flight support, but the battalion commander did drop their grade by one point.

It is precisely this sort of approach to assessing the actions of soldiers that permits us to determine, in the most objective way, the contribution made by each crew, by each specialist to the overall mission and to personal and collective pledges in the competition. In this case the commander and staff necessarily consider the state of discipline and internal order at the facility, and compliance with rules foreseen by the appropriate instructions and manuals.

In a word, whenever we summarize the support given to flying shifts and the competition for the week and month, we try to reveal the true state of affairs, the true picture with no allowances for laxity and excuses. Objective grading of the results promotes effective rivalry among the soldiers in the competition.

But it is not easy to achieve grading objectivity in our conditions. The problem is that the battalion's subunits perform different missions, and

they even differ in the number of personnel they contain. As an example the company commanded by Major V. Mezhujev contains crews servicing landing support and close-range navigation radar systems, and far-range and close-range radio honing stations.

How do we determine the place of this subunit in the competition in relation to the company commanded by Captain G. Ostapchuk if the latter's subordinates service three times fewer facilities and do entirely different work? This company contains radar specialists, radio-telegraphers, and radio-mechanics. They work in shifts, and on being relieved they return to the barracks. Officer Mezhujev's subordinates, meanwhile, live and work at facilities quite far away from the unit's location. This means a large difference. And yet the personnel must know what progress they are making and which company is ahead.

The party organization and staff did a great deal to develop criteria which would permit assessment of the results with the greatest objectivity. We began by establishing effective control over fulfillment of the standard requirements by the soldiers. A stopwatch and strict determination of the quality of the work make it possible to objectively reveal how well each specialist does his job. Professional experience and a knowledge of the people being tested also make it possible to determine correction factors for the difficulty of the conditions experienced by the competing subunits.

What are these factors? Each of them is a numerical variable corresponding to the complexity of the support being given to a particular flying shift and the conditions under which the subunit specialists must work. It is added to the score (in points) for radar flight support. The result allows us to objectively determine the relative weight of each score and to employ the principle of comparability of results more competently.

11004

CSO: 1801

NEW SOVIET T-72 TANKS OBSERVED IN HUNGARY

Frankfurt/Main SOLDAT UND TECHNIK in German No 7, Jul 79 p 349

[Text] The new Soviet T-72 combat tank, which so far has been delivered only to armored units of the Soviet home army and--mostly in the T-64 alternative version--to armored units of the "Group of Soviet Troops in Germany" (GSTD), has now made an appearance in Hungary, too. During the Warsaw Pact maneuver "Schild [shield] 79" (see this issue, p 385), tanks of this most modern type were observed at the Hajmáskér troop training area north of Lake Balaton. Since, in addition to the weaker Czechoslovak and Bulgarian contingents, primarily Soviet and Hungarian forces were involved in the field exercise, it is still unclear whether the T-72's are to be taken as belonging to the Soviet "Southern Group of Troops" (SGT) or the Hungarian People's Army (UVA).

Today, the UVA, which had to be almost totally rebuilt after the October 1956 uprising which it supported and after the subsequent "purges," again has a total strength of about 114,000. The combat units of the roughly 90,000-man army comprise six divisions (five motorized rifle divisions and one armored division); however, only two-thirds of these are up to full combat strength.

The Hungarian air force numbers about 23,000. It is equipped primarily for air defense, having about 180 operational aircraft at its disposal. The equipment of the army units includes about 1,300 tanks. Apart from several completely obsolete T-34 tanks, these are almost exclusively T-54/55 tanks that are over 20 years old. Replacement of this type is imminent in all non-Soviet Warsaw Pact countries (see Nov 1978 issue, p 582). A start at changing the equipment in the UVA could be construed as evidence of Soviet confidence in the army which has once again become true to the party line and could be taken as a political signal to Romania and Yugoslavia, the unruly neighbors against which Hungary is making territorial claims.

The SGT, which has been in the country since the end of the war in 1945, is presently under the command of Col Gen V.I. Zivenok whose headquarters is located in Budapest. It has a total strength of approximately 90,000 and comprises 4 combat divisions of wartime strength (2 motorized rifle divisions and 2 armored divisions), a number of support units directly under the command of the SGT and a front air force of 8 flying regiments with about

150 operational aircraft. The major part of the Soviet army units is deployed in the region to the west of the Danube: one tank division in the Esztergom (Gran) region on the Danube, one armored division in the Veszprem region, north of Lake Balaton, one motorized rifle division in the Szekesfehervar (Stuhlweissenburg) region southwest of Budapest. The second motorized rifle division is stationed in the Kecskemet region, between the Danube and Tisza Rivers, not far from the Yugoslav border. The SGT's armored units have more than about 1,300 tanks, almost exclusively the T-62. In all, the combat strength of the Soviet units stationed in Hungary exceeds that of the UVA, which numerically is just a little stronger.

Thus, the SGT is not only capable of guaranteeing Soviet supremacy in the country and hindering developments that would change the system, but can, if necessary, also be used to spearhead intervention in Austria, Yugoslavia, Romania--and as happened in 1968--the CSSR. However, in view of the comparative strengths in southern and southeastern Europe, no reasons are discernible for reequipping the SGT with T-72 tanks before completion of the reequipping of the GSTD and prior to reequipping the Soviet "Group of Troops" in the CSSR and Poland.

12124

CSO: 1876

WARSAW PACT TRAINING EXERCISE HELD IN HUNGARY

Frankfurt/Main SOLDAT UND TECHNIK in German No 7, Jul 79 p 385

[Article by r.c., DPA]

[Text] A multinational troop exercise involving Warsaw Pact forces, called "Schild [shield] 79," was held in western Hungary in the period 16-19 May. Approximately 15,000 soldiers of the Hungarian People's Army (UVA), primarily forces of three of the four Soviet divisions which are stationed in Hungary as the so-called "Southern Group of Troops" (SGT), participated in the maneuver which was officially led by General of the Army Czinege, the minister of defense of the People's Republic of Hungary. In addition, the Czechoslovak People's Army (CVA) and the Bulgarian People's Army (BVA) participated, each with regiment strength units. Contrary to the first press reports which were worded differently, Romania did not participate even in this Warsaw Pact exercise with a contingent of troops, but rather dispatched only a small group of staff officers as observers.

The situation of the maneuver called for repulsing an "aggressor" that had invaded from the northwest, that is, from Lower Austria and Burgenland, units from eastern Hungary were brought up to reinforce the defending troops and to counterattack; they crossed the Danube, as if in wartime, in the Dunaújváros-Dunafelelvar region, south of Budapest. The "fierce" phase of the exercise took place at the Hajmankor troop training area, in the region north of Lake Balaton, in the presence of Soviet Minister of Defense, Marshall Ustinov and the commander-in-chief of the "United Armed Forces of the Warsaw Pact," Soviet Marshal Kulikov.

Joint maneuvers by Soviet troops with troops of non-Soviet Warsaw Pact countries, called "Schild," were held in the CSSR in 1972 and in Poland in 1976 (see also the Nov 1976 issue, p 605). They are supposed to serve to "strengthen the brotherhood-in-arms, secure peace and raise socialist fighting morale" and begin routinely with invasion by an "aggressor" who is stopped by the Warsaw Pact troops and beaten back by a counterattack. The series of exercises, which are always associated with numerous "brotherhood meetings," declarations of solidarity, laying of wreaths and other political events, is

mostly of political significance. That also explains why Hungary's party leader Janos Kadar, with an eye on Romania, expressly stated that in the future, too, his country would welcome such exercises on its territory.

The maneuver was, moreover, announced informally. An official notice or an invitation to observers of the maneuver was not issued, however, according to the Final Act of Helsinki, although it is assumed by Western sources that the number of soldiers involved exceeded 25,000 and thus a notice would have been required. Our photograph from the field of maneuvers shows a Hungarian reconnaissance unit with the FUG-65, a scout tank (wheel) which is domestically produced and which largely matches the Soviet BRDM-2, but does not have any auxiliary wheels for cross-country driving. The commander's panoramic periscope is clearly visible on the revolving turret. The main weapon in the turret--as a rule a 14.5-mm MG, but in older models also a 23-mm gun--is still covered with a tarpaulin.

12124

CSO: 1826

TURKISH PAPER REPORTS ON 'BLACK SEA MONSTER'

Istanbul AYDINLIK in Turkish 6 Aug 79 p 3

[Text] The Soviet Union has developed a new and powerful warship which can fly as well as float. It has been learned that the ship, which has been given the name 'Black Sea Monster', was built in a shipyard on the shore of the Black Sea and has begun sea trials on the Black Sea.

It has been determined that the new ship, built according to the "hydrofoil" technique previously utilized in boats of small tonnage, accelerates by skimming upon a cushion of air produced over the sea surface after a certain velocity has been reached, and by this means attains an extremely high rate of speed.

Although most vessels of this type have until now been able to carry only limited quantities of passengers or cargo, or else were employed as patrol boats, it has been determined that this ship can carry up to 70 tanks, as well as every sort of weapon, equipment, and materiel.

Stating that the vessel, developed as a weapon of attack, resembles more an airplane in appearance than a ship, officials claim that, with such a vessel, Russia will be able to reach any shore of the Black Sea within a few hours and make a rapid landing with armor support.

It was stated that Russia, in the event that she is successful in the construction of this ship, will make many vessels of this type and send flotillas of them to her Mediterranean, Atlantic, Pacific, and Indian Ocean fleets, and that, in order to reach these areas, these flotillas will pass through the Bosphorous.

It is reported that the ships are being constructed in shipyards in the vicinity of Batum which are equipped with the latest technology for the construction of this type of naval vessels.



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